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ABSTRACT

The guide presents descriptions of 65 unique or exemplary special education programs in California, Colorado, Kansas, Montana, New Mexico, Utah, and Washington. Programs were identified through a peer nomination process. Entries include information on project title, target population, project description, process for evaluation or analysis and renewal, adoption requirements, funding requirements, and materials available. Each entry also includes the name of a contact person for further information about the program or practice. The following topic areas are represented (sample subtopics in parentheses): special curriculum (specially designed physical education, counseling and mental health services); technology (use of microcomputers, special education data management systems); least restrictive environment (cross-categorical programming, infant education, programs for rural areas); secondary and/or vocational education (career specialist/assessment program, instruction in rural districts); communication handicaps (experiential language/sensory integration); limited English proficiency (bilingual special day class); and personnel development (parent facilitator programs, resource network). (CL)

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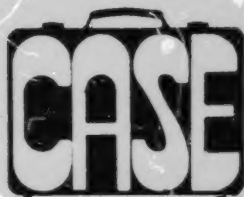
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Training and Model Exchange Project

1983 - 1984



Council of
Administrators of
Special
Education, Incorporated

A Division of the Council for Exceptional Children

EC162807

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CASE Research and Special Projects Committee

Dr. Leonard Burrello, Chair
Dr. J. Howard Hinesley
Dr. William Swan
Dr. Ilene Kittlesen
Ms. Betty Lynch
Dr. Eileen McCarthy
Dr. Theodore Riggen

Project Staff

Dr. Harrie Selznick
Dr. David Greenburg
Ms. Sheila Burrello
Ms. Nowana Nicholson
Ms. Elsa Glassman
Ms. Ireta Christensen

FORWARD

In 1983-84 the Office of Special Education and Rehabilitative Services (OSERS) funded the Council of Administrators of Special Education, Inc., (CASE) to conduct a project of identifying unique or exemplary practices in special education and linking potential adopters with those practices.

The states of California, Colorado, Kansas, Montana, New Mexico, Utah and Washington were selected for the project. A peer nomination process was established in each of these states resulting in the nomination of local programs thought to represent unique and exemplary practices in the western portion of the United States. Through a questionnaire sent to the CASE membership in the target states, eight programs of greatest interest were identified and presented at a regional conference in Denver, Colorado, March 23-24, 1984.

This publication presents a brief description of the nominated programs. The descriptions provide minimal information and potential adopters are encouraged to call or write the contact person for further information about the program or practice. While it is believed the programs presented will be useful, the inclusion of a program is not to be considered an endorsement by CASE or OSERS.

1983-84

President

J. Howard Hinesley
Pinellas County School Board
1960 East Druid Road
Clearwater, Florida 33515
Tel. 813-442-1171

President-Elect

Robert Van Dyke
South Metropolitan Association
250 West Sibley Blvd.
Harvey, Illinois 60426
Tel. 312-641-7800

Vice President

David E. Brotski
Neenah Joint School District
410 South Commercial Street
Neenah, Wisconsin 54956
Tel. 414-729-6818

Immediate Past President

Jerry C. Gross
Long Beach Unified Sch. Dist.
701 Locust Avenue
Long Beach, CA 90813
Tel. 213-436-9931 Ex 323

Secretary

Susan A. Cassidy-Bronson
Cecil Co. Board of Education
Booth Street Center
Elkton, Maryland 21921
Tel. 301-398-0407 Ext. 245

Treasurer

Robert Rucks
Fond du Lac School District
72 South Portland Street
Fond du Lac, Wisconsin 54935
Tel. 414-929-2791

Governing Board Representative

Barbara J. Nicholson
Suite #363
18653 Ventura Blvd.
Tarzana, California 91356
Tel. 213-784-0674

**Representative of CASE
Federation Presidents**

Les Marisko
Franklin School
North Broad Lafayette
Mankato, Minnesota 56001
Tel. 507-389-1425

Canadian Representative

Donald Warren
6450 Thorold Stone Rd.
Niagara Falls, Ont. L2J 1B3
Tel. 416-334-1951

Newsletter Editor

Virginia Dixon
ISU #535-Edison Bldg.
7th St. & 7th Ave. S.W.
Rochester, Minnesota 55992
Tel. 507-285-8738

Special Projects Chair

Leonard Burrello
D.T.C. Cottage L
Indiana University
Bloomington, Indiana 47405
Tel. 812-335-2754

Ethics Standards Chair

Jasper W. Harris
Kansas City Public Schools
1211 McGee Street
Kansas City, Missouri 64106
Tel. 816-221-7565

Legislation Chair

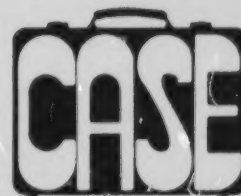
Martha J. Irvin
Division of Special Education
Maryland Dept. of Education
200 West Baltimore Street
Baltimore, Maryland 21202
Tel. 301-650-2489

Public Relations Chair

William E. Johnson
North Kansas City School District
2000 N.E. 46th Street
Kansas City, Missouri 64116
Tel. 216-453-5050

COUNCIL OF ADMINISTRATORS OF SPECIAL EDUCATION, INCORPORATED

A DIVISION OF THE COUNCIL FOR EXCEPTIONAL CHILDREN



Executive Secretary

David E. Greenburg
Division of Special Education
Room 229, State House
Indianapolis, Indiana 46204
Tel. 317-927-2116

Executive Emeritus

Harrie M. Seitznick
6807 Park Heights Avenue, Apt. 31
Baltimore, Maryland 21215
Tel. 301-358-0375

ACKNOWLEDGMENT

This publication culminates a year-long effort on the part of CASE, Inc., to identify unique practices and exemplary programs in special education in the western portion of the United States and to disseminate information about those practices and programs.

We wish to thank those people who have assisted in this effort.

We are indebted to the state directors of special education, the CASE federation presidents, and the boundary spanning team members from target states for their assistance in the program nomination and selection process.

We are grateful to the program directors who responded to the need for information about their programs and practices and who share that information with their colleagues.

Our thanks are extended to the CASE membership for responding to questionnaires and assisting in the selection of the projects.

A special thanks to Dr. Peter Fanning, Executive Director for Special Education Services, State of Colorado, for his support and assistance to the regional conference and to the CASE Research and Special Projects Committee members for their counsel and advice throughout the project.

Project Staff

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SPECIAL CURRICULUM

PROGRAM	<u>Counseling and Mental Health Services for the</u> <u>Significantly Identifiable Emotional or</u> <u>Behaviorally Disordered Student (S.I.E.B.D.)</u>
TARGET POPULATION	1. identified S.I.E.B.D. students ages 5-21 in the public school setting 2. general school population, nonhandicapped students
PROGRAM DESCRIPTION	The purpose of this program is to provide counseling and mental health services to the identified (S.I.E.B.D) students in special education programs in a mountainous rural locality utilizing existing public agencies as service providers. The program was established to supplement public school special education services and to provide a continuum of program options to meet identified student needs requiring intensive services. Services are through a network of community agencies and the public schools whose purpose is to better coordinate services delivered to the same population. This program allows for an orderly process of involvement of mental health personnel in reassessment, staffing and service delivery processes. Emphasis has been placed on a team process rather than on an agency-to-agency process.
PROCESS FOR EVALUATION OR ANALYSIS AND RENEWAL	A joint evaluation procedure is established among the participating agencies to measure accomplishment of the objectives of the program. The results of the evaluation are then used to renegotiate the services for the coming school year.
ADOPTION REQUIREMENTS	There is an interest in the development of community resources to address a population with severe needs. This interest requires the commitment of administrators to establish a networking system with community agencies.
FUNDING REQUIREMENTS	This area is dependent upon geographical constraints, the size of the population requiring services, and the amount of services required.
MATERIALS AVAILABLE	Needs Assessment Form, Program Description Guide, Guideline for Services, Sample Contracts, and Billing Instructions
CONTACT PERSON	Taylor L. Young, Director of Special Education, Mountain Board of Cooperative Services, 115 West 10th Street, Leadville, CO 80461.

PROGRAM

South County Learning Center

TARGET POPULATION

All general education and special education teachers and administrators; all support personnel, including adaptive physical education specialists, speech/language pathologists and psychologists; parents and parent organizations supporting special education; and community groups involved in training/education for handicapped individuals.

PROGRAM DESCRIPTION

South County Learning Center provides specialized programming for students from three years through twenty-two years of age whose severe handicap is of low incidence in the general school population. The educational environment is highly structured to encourage independent functioning and self-monitoring for success. The individualized curriculum focuses on developing receptive and expressive language skills by incorporating sequenced language instruction into all academic and social activities. Special emphasis is placed on interactive communication with parents and on parent involvement and participation. Program development incorporates and articulates closely with public school support staff as well as with community agency programs providing related services.

**PROCESS FOR EVALUATION
OR ANALYSIS AND RENEWAL**

Ongoing evaluation of the program is facilitated by monthly extended-staff meetings for communication of pupil progress, exchange of information, and analysis of program directions and priorities. Pupil assessment and teaching methodology evaluation are both refined by extensive use of video-tape recordings. A parent advisory committee functions as liaison between home and school to provide support and information additional to quarterly reports on each pupil's progress and the required I.E.P. evaluation procedure.

ADOPTION REQUIREMENTS

The primary requirement is a dedication within the teaching staff to the acquisition by each student of the ability to communicate with others. Recommended for optimum success are (1) autonomous administration and site, (2) variety in ancillary staff and services, and (3) integration/participation of parents in program development and implementation.

FUNDING REQUIREMENTS

Funding is in accordance with standard special day class funding provisions.

MATERIALS AVAILABLE

Observation by appointment; examples of detailed sequenced instruction lessons plans; and video-tape for overview of program.

CONTACT PERSON

Craig Borba, Gilroy Unified School District, 7663 Church Street, Gilroy, CA 95020, (408) 847-1328.

PROGRAM

Meadowlark Day Treatment Program, Severe SIEED,
Jefferson County Public Schools

TARGET POPULATION

Students 10-15 years of age who are seriously emotionally and behaviorally disordered and whose needs cannot be met in a self contained program within the public school.

PROGRAM DESCRIPTION

A highly restrictive, self contained program which is housed in a facility separate from the public school. The program serves a maximum of 12 students and is staffed by two teachers, a social worker and three aides. The services of a speech/language specialist and an adaptive physical education teacher are available on a part-time but regular basis.

A milieu approach provides the framework for a therapeutic environment for students assigned. The program provides intense behavior management, individual and group counseling for students and parents, and an individualized academic program based upon district curriculum. Efforts are made to integrate students into regular special education programs which are less restrictive with the support of program staff. Extensive communication is maintained with families and outside agencies.

**PROCESS FOR EVALUATION
OR ANALYSIS AND RENEWAL**

Program evaluation is based on the district's schedule for specific program reviews. Student population and need are indicators for continuation of program and effectiveness is based on student progress through monitoring of IEP's. The State Department of Education will have an opportunity to review this program this year.

ADOPTION REQUIREMENTS

FUNDING REQUIREMENTS

Both Federal and local school district funds are currently utilized to support this program.

MATERIALS AVAILABLE

Program Description

CONTACT PERSON

Norma Sobesky, Special Education Supervisor,
Exceptional Student Services, Jefferson County
School District, 809 Quail St., Lakewood, CO
80215, (303) 231-2465.

PROGRAM

The Precision Teaching Project

TARGET POPULATION

Approved originally by the U.S. Department of Education, Joint Dissemination & Review Panel for special education; however the JDRP has more recently approved the model for regular education.

PROGRAM DESCRIPTION

A precision teaching model has been designed to remediate and build basic skills through timed practice, setting performance standards, continuous measurement, and data based decisions. The overall intent of the Precision Teaching Project has been to offer a remedial service to students who have been identified as experiencing basic skill deficits. One-minute timed drill and practice sheets are used extensively as a means of building basic tool skills. Direct and daily measurement procedures are employed, using both the teacher and the student for recording and charting. Data based curricular decisions are made from a standard behavior chart. The project has been cited by a U.S. Office for Civil Rights approved study as a racially non-discriminatory practice. The project has trained over 1,100 units in 40 states and provinces.

PROCESS FOR EVALUATION OR ANALYSIS AND RENEWAL

Precision Teaching uses both a formative and a summative evaluation system. Students' performance is measured daily for immediate instructional decisions while pre and post test measures are used for summative purposes. Analysis of the data is based upon both celeration standards and traditional statistical procedures.

ADOPTION REQUIREMENTS

An adoption commitment may be made by any unit; district, single school or classroom. Adopting units should include building or program administrator, support personnel, regular and/or special education teachers. Initial training requires three days and is available at the project or adopter site, and additional follow-up training (two days) is provided at adopter site.

FUNDING REQUIREMENTS

1. Travel, lodging and per diem, workshop fee (\$300). Negotiable
2. Substitutes for personnel involved in training.
3. Training Materials - \$10/trainee
4. Implementation Materials - \$350-400/building.

MATERIALS AVAILABLE

Over 10,000 individual practice sheets in fifteen curriculum areas, grades K-12, available on completion of training. Training Manual, Materials Directory and Implementation Handbook are also available. Awareness materials are furnished upon request at no charge.

CONTACT PERSON

Dr. Ray Beck, Director, Precision Teaching Project,
3300 Third St. NE, Great Falls, MT 59404, (406)
791-2270.

PROGRAM

Severe Learning Handicapped Program (S.L.H.)

TARGET POPULATION

Cross categorical handicapped children K-5 who demonstrate "severe" learning deficiencies, including speech/language handicapped, learning disabilities, educable mentally retarded, physically handicapped, and multiple handicapping conditions.

PROGRAM DESCRIPTION

All district target population students are placed in one elementary school. The program is developed and taught collaboratively by a Speech/Language Specialist, a teacher of the learning disabled, a teacher of educable mentally retarded, and a teacher of physically handicapped. Support services include an occupational therapist, a school social worker, a social psychologist, and 2 teacher aides.

**PROCESS FOR EVALUATION
OR ANALYSIS AND RENEWAL**

Original program structure developed from current student Individualized Educational Plans. Program schedules and structure are flexible and responsive to individual student needs.

ADOPTION REQUIREMENTS

Building principal support is essential; teachers must be committed to the concept of cooperative planning and teaching.

FUNDING REQUIREMENTS

No additional funding required. It is necessary to reassign current staff members.

MATERIALS AVAILABLE

Program description

CONTACT PERSON

Candace Boughn, Executive Director of Information and Student Services, Adams County School District 14, 4720 East 69th Avenue, Commerce City, CO 80022, (303) 288-0791 ext. 52.

PROGRAM

Parallel Science Materials

TARGET POPULATION

Junior high age handicapped students currently mainstreamed into regular science classes.

PROGRAM DESCRIPTION

A three year federal grant was made available several years ago to allow for the modification of current district science curriculums. An extensive "needs assessment" was completed to identify those portions of the district science curriculum deemed most essential for modification to aide mainstreamed handicapped students. These portions of curriculum have been modified, field tested and are now in use throughout the district.

One interesting outcome has been the desire expressed by many district science instructors to utilize these materials not only with mainstreamed handicapped students but also with individuals such as slow learners or students who do not have English as a primary language.

**PROCESS FOR EVALUATION
OR ANALYSIS AND RENEWAL**

P.S.M. materials have been approved for use in the district through the pilot program process. Federal evaluation was also required during the time of funding and development.

ADOPTION REQUIREMENTS

A commitment to mainstreaming of handicapped students in academic settings.

FUNDING REQUIREMENTS

Purchase of P.S.M. or like materials.

MATERIALS AVAILABLE

P.S.M. Science Curriculum Units - Jefferson County Public Schools.

CONTACT PERSON

Mr. David Spinks, Coordinator of Special Education, Jefferson County Public Schools, 809 Quail Street, Lakewood, CO 80215, (303) 231-2471.

PROGRAM

Specially Designed Physical Education (S.D.P.E.)

TARGET POPULATION

Severely handicapped students placed in a center for the developmentally handicapped. Chronological ages three to 14.9 years.

PROGRAM DESCRIPTION

Specially Designed Physical Education (S.D.P.E.) is a program developed to better meet the large- and fine-motor needs of severely handicapped children in the Development Center.

Typically, students have a wide variety of handicapping conditions, including orthopedic, visual, auditory, and profound mental handicaps. Mental ages range from approximately one month to seven years. Given such variety of abilities and severely-restricted physical and occupational therapy consultative services, it is difficult to meet the needs of this population with only the services of the adapted physical education specialist; therefore, therapy, A.P.E., and developmental approaches and resources are combined to address students' large- and fine-motor needs through team planning and implementation.

The program is implemented by dividing the children into five homogeneous instructional groups according to developmental level. These groups are:

Non-Ambulatory - This group includes students with no ambulation skills. Some basic needs of the students include head and neck control, bringing arms to midline, and inhibiting abnormal reflex patterns.

Pre-Ambulatory - This group includes students who have pre-ambulation skills such as knee standing, bearing weight on extremities and beginning equilibrium reaction, but who are not yet walking. Basic needs of the group include crawling and creeping, rolling, coming-to-sit and stand, refining balance, and learning protective reflexes.

Transitional - This group includes students who have beginning mobility skills. They have either recently begun walking or have not yet refined walking skills. Some of the basic needs of the group are balancing, righting, strengthening protective reflexes, increasing muscle strength and stability, and maneuvering skills.

Ambulatory - This group includes students who can walk and maintain equilibrium and balance during ambulation. Some of the skills needed to be taught to the group are maneuvering in the natural environment, learning language concepts related to movement, using playground equipment, beginning bike and game skills, exercise and general physical fitness.

A.P.E. - This group includes students who have the same skills and perform the same activities as the ambulatory group but are functioning at a higher level cognitively. The group is served by an A.P.E. specialist who meets with them two times per week and directs aides who carry on the program on subsequent days.

Specific exercises and programs for each group and each individual child are suggested and written by a team which includes teachers, an occupational therapist and/or a physical therapist, and an A.P.E. instructor. These are implemented during daily S.D.P.E. Data is taken weekly to measure progress on specific goals written in the I.E.P.

Teachers and aides rotate from group to group bi-monthly. This contributes to a strong motivation as long term changes are more quickly noted; thus, teachers and aides remain enthusiastically involved in helping students develop.

A.S.P.E. is a viable, practical, and successful alternative, especially in light of continued fiscal restraints.

PROCESS FOR EVALUATION OR ANALYSIS AND RENEWAL

Analysis of student progress by entire staff as noted on weekly data sheets. Example: Twelve students dropped from therapy as unable to benefit in 1980. In 1981, four (or 1/3 of the group) had become ambulatory.

ADOPTION REQUIREMENTS

A sincere desire and commitment on the part of the development center staff to increase the rate of motor skill development among the student population.

FUNDING REQUIREMENTS

None. Use of available staff on site will provide the majority of services. Time of the adapted physical education specialist may be decreased allowing more service to other populations.

MATERIALS AVAILABLE

Activity boxes, containing 3 x 5 cards describing a multitude of carefully defined activities designed to promote specific skills have been developed by the entire staff. A slide/tape presentation is available on request.

CONTACT PERSON

B. J. McCallum, Director of Special Education,
Santee School District, PO Box 220, Santee, CA
92071, (619) 448-2792.

PROGRAM

Special Studies for Special Students

TARGET POPULATION

All high school level general education and special education teachers and administrators.

PROGRAM DESCRIPTION

This curriculum is designed to meet the needs of the high school age perceptually handicapped, mentally impaired and/or emotionally disturbed student who is mainstreamed in regular high school classes. Regular class teachers report the regular curriculum in social studies and science encompasses a reading level far beyond the handicapped student's capability. Frequently, the regular class curriculum will cover a considerable amount of material in a short period of time, and the handicapped student cannot absorb the volume of material. In the special curriculum, materials are designed to accommodate individual student ability, skills and learning rate. Special instruction offered in this curriculum include Geography, Health, American History, Biology, Government and Physical Science.

**PROCESS FOR EVALUATION
OR ANALYSIS AND RENEWAL**

Each subject area has it's own set of objectives and goals to assure students comprehend the material presented. Frequent communication and evaluation of the program by the special teachers assure continuity of program.

ADOPTION REQUIREMENTS

Interest and cooperation by all special education teachers in a high school. A willingness to adjust and accommodate to all special students regardless of disability is necessary.

FUNDING REQUIREMENTS

Depends on materials used. A list of suggested materials is provided with the curriculum.

MATERIALS AVAILABLE

A list of materials and publishers is included in the curriculum. A description of how the program is coordinated and examples of objectives are also available.

CONTACT PERSON

Dr. Ima (Debbie) Dunn, Director of Special Services, Pueblo School District No. 70, 24951 E. Highway 50, Pueblo, CO 81006, (303) 542-0220.

PROGRAM

P.E.P. - Physical Education Plus

TARGET POPULATION

Junior high handicapped students with identified needs in the areas of motor planning/development and establishing leisure time activities.

PROGRAM DESCRIPTION

The primary goal of the P.E.P. program is to extend motor planning and development services previously provided at the elementary level through adaptive P.E. teachers to students as they progress through the secondary level. This process involves the following components:

- A Identification of appropriate handicapped students.
- B. Identification of non-handicapped students who have indicated a willingness and desire to be involved as peer tutor/aides.
- C. Classroom instruction by appropriate P.E. and Special Education staff for the non-handicapped students.
- D. Pairing of non-handicapped/handicapped students in a P.E. class on a daily basis.

**PROCESS FOR EVALUATION
OR ANALYSIS AND RENEWAL**

The P.E.P. program is currently being piloted through selected junior highs within the district. The pilot implies systematic evaluation of all components as per district policy for pilot programs.

ADOPTION REQUIREMENTS

A district commitment to meeting the identified needs of handicapped students. A firm commitment on the part of Special Education and regular education staffs in working together in meeting these needs.

FUNDING REQUIREMENTS

Additional funds for the following items:

- T-shirts with P.E.P. logo for all students involved
- Additional teacher coverage release time to offer classroom instruction for non-handicapped tutor/aides

MATERIALS AVAILABLE

P.E.P. planning curriculum and guide book offers specific training courses, materials to be utilized with non-handicapped students.

CONTACT PERSON

Mr. David Spinks, Coordinator of Special Education, Jefferson County Public Schools, 809 Quail Street, Lakewood, CO 80215, (303) 231-2471.

PROGRAM

PEECH-Precise Early Education of Children
with Handicaps

TARGET POPULATION

Early Childhood Program serving 3 to 5 year old mildly to moderately handicapped.

PROGRAM DESCRIPTION

PEECH is a total model program for preschool handicapped children and their families. PEECH has been successfully replicated in a variety of preschool special education programs including public and private schools, developmental centers, daycare, Head Start and integrated settings. The components of PEECH include a comprehensive identification, screening and evaluation process; classroom management procedures; individualized instructional programming; comprehensive record keeping; individualized family involvement, and program evaluation.

**PROCESS FOR EVALUATION
OR ANALYSIS AND RENEWAL**

Using component guidelines as criteria, the project is evaluated for effectiveness using pre- and post-testing of children.

ADOPTION REQUIREMENTS

1. Commitment to developing quality services for young handicapped children.
2. Willingness to cooperate fully in replication of PEECH.
3. Ability to fulfill the following responsibilities:
 - obtain administrative support
 - obtain a source of funding
 - identify children
 - employ staff
 - cooperate with PEECH in evaluation of the replication process (this includes pre and post testing of individual child performance)
 - pay for the teacher to attend training visits at PEECH site

FUNDING REQUIREMENTS

Program needs include a full time position (teacher level) and other costs are flexible.

MATERIALS AVAILABLE

Manuals on: Classroom Planning and Programming;
Administration; Evaluation for PEECH Replication;
Classroom Assessment; Family Involvement

CONTACT PERSON

Jamie Gerbracht, Executive Director, and Martha Gurrola, Habilitation Coordinator, Tresco, Inc. El Valle Preschool, PO Box 2548, Las Cruces, NM 88004

PROGRAM

Jefferson County Public Schools - Autistic Program

TARGET POPULATION

Students 5-21 years of age who have been diagnosed as Autistic or display significant autistic like behaviors.

PROGRAM DESCRIPTION

The Autistic program consists of three classrooms (primary, intermediate, secondary levels) which are housed in the district's school for multiply handicapped students. The students have access to a wide range of resources including swimming, daily living skills training, and OT/PT on both individual and integrated bases. The program is staffed by certified teachers, handicapped children's aides, a social worker and a speech/language specialist.

Individual student programming is based primarily on operant conditioning with carefully monitored trials for learning tasks and specific behavior modification programs. Emphasis is placed on teaching practical living skills and community and vocational skills. Students are provided opportunities for job training within the community with staff assistance and are integrated into regular school programs as appropriate.

PROCESS FOR EVALUATION
OR ANALYSIS AND RENEWAL

Program evaluation is based on the district's schedule for specific program reviews. Renewal and continuation of the program is based upon student needs and population. Individual student progress is monitored through the use of IEP's.

ADOPTION REQUIREMENTS

FUNDING REQUIREMENTS

The Program is funded through federal and local district funds.

MATERIALS AVAILABLE

Program Description

CONTACT PERSON

Norma Sobesky, Special Education Supervisor,
Exceptional Student Services, Jefferson County
Public Schools, 809 Quail Street, Lakewood, CO
80215, (303) 231-2465.

TECHNOLOGY

PROGRAM

CREATE—Management of Special Education Records

TARGET POPULATION

Managers of Special Education records

PROGRAM DESCRIPTION

This computer program permits the user to construct multiple file or data systems, build and update individual records, list individual records to the monitor or printer, add and delete records, use multiple cross reference searches and use multiple hierarchical sorts on searched data.

CREATE has been used for two years in a small district with approximately 300 Special Education students. Among the 24 pieces of information kept on each student are name, birthdate, school, sex, phone, evaluation date, re-evaluation date, review date and CST participants.

**PROCESS FOR EVALUATION
OR ANALYSIS AND RENEWAL**

ADOPTION REQUIREMENTS

Hardware—48K Apple or TRS-80, printer, single disk drive; Software—CREATE program disk

FUNDING REQUIREMENTS

Cost of the hardware and software mentioned above.

MATERIALS AVAILABLE

Documentation is included with CREATE

CONTACT PERSON

Dr. William Pellant, Director Special Education,
Lewistown School District, PO Box 1058, Lewistown,
MT 59457, (409) 538-9012; or, Richard A. Wright,
Owner, NEW WAVE COMPUTING, PO Box 793, Lewistown,
MT 59457, (406) 538-5794.

PROGRAM	<u>Multi-Task Telecommunications Application</u> <u>For Special Education</u>
TARGET POPULATION	Special Education administrative units at regional service center or local education agency level.
PROGRAM DESCRIPTION	The goal of the M.T.T.A. Project is to link together 20 Unified School Districts' special education staff with a micro-computer based telecommunication network for instructional and administrative applications. To accomplish this goal project objectives have included the purchase of 35 micro-computers with modems and printers, the development/modification of appropriate software and hardware, and the employment of a technical staff including a repair technician, a programmer and a technical coordinator. The project is in the second funding year (Title VI-B) and is fully implemented in 35 terminal sites/classrooms in the twenty-district area of Northwest Kansas. Applications include electronic mail and bulletin boards, program transfers, state and federal IEP data collection and compilation, and E.R.I.C. searches. The corvus-based host system is capable of up to seven simultaneous calls at 300 or 1200 baud.
PROCESS FOR EVALUATION OR ANALYSIS AND RENEWAL	Initiating activity included needs assessments. Evaluation criteria regarding the effectiveness of the project include an ongoing analysis of the number of teachers checking into the system and the message traffic load. Renewal activities include an ongoing electronic survey which "users" are asked to complete when checking into the system.
ADOPTION REQUIREMENTS	The project could be replicated with minimal hardware, i.e., Apple or Radio Shack with two disk drives and modem. Technical expertise in computer operation and some programming would be useful. The MTTA Project can offer limited assistance in system analysis and operation through on-site and off-site visitations.
FUNDING REQUIREMENTS	Funding includes salary for three staff and necessary software. Other costs are flexible and dependent upon level of implementation.
MATERIALS AVAILABLE	Brochure, training manuals for telecommunications and program descriptions are available.
CONTACT PERSON	James R. Wheeler, Ed.S., Director of Special Education, Northwest Kansas Educational Service Center, 210 South Range, Suite 126, Colby, KS 67701, (913) 462-8282.

PROGRAM

Word-Processor Generated Psychologist's Report

TARGET POPULATION

School psychologists; all pupils referred for special assessment.

PROGRAM DESCRIPTION

Drawing on a stored library of over 1000 sentences and test reporting formats, psychologists prepare reports by entering element numbers on a worksheet. The system also accepts original text interpolated at any point as well as the modification of stored items. This flexibility in allowing for originality and uniqueness in every report produced sets the system apart from others which rely on previously-prepared texts with limited fill-ins.

The reports are generated as the word processor operator calls up the elements by number and merges them with individually-tailored statements as indicated on the psychologist's worksheet.

All material was developed by a committee of district school psychologists.

**PROCESS FOR EVALUATION
OR ANALYSIS AND RENEWAL**

A first year review was conducted by a team of district psychologists. The "library" was edited and format changes were made based on user feedback.

ADOPTION REQUIREMENTS

A commitment by staff to use the system is essential. Acceptance here is due to the work of a committed design committee lead by a respected senior staff member. That group prepared excellent staff training lessons. The original committee leader continues on special assignment (about 10%) to monitor system usage and to recommend modifications and areas for expansion, e.g., speech reports and health reports. This system runs on IBM Displaywriter with Textpack 4 software.

FUNDING REQUIREMENTS

Initial design and first year review was done by committees funded for three weeks of summer work. No other special personnel costs. Initial hardware and software was about \$15,000.

MATERIALS AVAILABLE

Report format outline, psychologist's worksheet, psychologist's reference library (loose leaf, 95 pages, at cost).

CONTACT PERSON

Frank R. Davis, Ph.D., Senior Psychologist, Office of Special Education, Long Beach Unified School District, 255 E. Eighth St., Long Beach, CA 90813, (213) 436-9931, ext. 387, or via Special Net, User Name: LBUSD.

PROGRAM

Special Education Data Management System

TARGET POPULATION

Administrators, Supervisors and Coordinators

PROGRAM DESCRIPTION

The Student Data Management System was developed as part of an overall staff and program development project to improve the accuracy and timeliness of service delivery information and to reduce the amount of staff effort required to prepare reports. The current system provides for accurate centralized records as well as supportive information in field locations for a cooperative serving 21 local districts in a rural setting. The system is also in use by larger individual districts having fewer than 800 special education students.

Staff involvement is essential for development and use of the computer-assisted reporting. The current system provides administrators with accurate information for reporting to State and other program funding sources. Assessment personnel and other itinerant staff are provided with up-to-date summaries of information about students receiving services and those needing reassessment. Coordinators and other managers can quickly determine staff case loads and reallocate staff resources, if needed. Classroom teachers obtain current class lists showing directory and service information on each child.

**PROCESS FOR EVALUATION
OR ANALYSIS AND RENEWAL**

Initial development utilized existing proposed common data protocols for use state-wide. Computer programming was done per custom order and requires minimal annual maintenance to accommodate changing reporting and information needs.

ADOPTION REQUIREMENTS

A firm commitment to staff development and a willingness to adopt an information-based management approach to program and staff supervision.

FUNDING REQUIREMENTS

Computer hardware and software costs of approximately \$5,000. Ongoing staff development activities should be estimated at approximately \$500 per staff member per year. Costs may be shared with other management support functions to minimize direct cost attributable to this program.

MATERIALS AVAILABLE

Program descriptions, progress reports and two-year impact evaluation study.

CONTACT PERSON

Mel Mangum, Director of Special Services, or, Joseph Huether, Computer Specialist, Educational Service District No. 123, 314 W. Main Street, Walla Walla, WA 99362, (509)529-3700.

PROGRAM

Guide to Computer-Assisted IEPs

TARGET POPULATION

Special education administrators and all personnel involved in writing IEPs.

PROGRAM DESCRIPTION

This program provides a guide for special education administrators who are questioning or considering the use of computers to produce IEPs. The guide is based upon (1) a feasibility study conducted in eight California special education agencies, and (2) a survey of thirty-two computer programs available in the U.S. to produce special education IEPs. The feasibility study revealed that teachers saved about 30 minutes per student in preparing annual IEPs with computer assistance; that administrators, teachers and parents had very favorable attitudes toward the use of computers; and that there was no decrease in the individualized nature of the IEP or in parent involvement in developing the IEP. A supplement to the guide provides descriptive information on thirty-two available computer programs, including the type of IEP produced and the computer equipment used. The administrators' guide answers questions about simplifying IEP paperwork and considerations in selecting, installing and using computer-assisted IEPs.

**PROCESS FOR EVALUATION
OR ANALYSIS AND RENEWAL**

The techniques used in the feasibility study can be applied to evaluate present IEP practices and attitudes of parents and teachers toward using computers.

Administrative desire to use computers in developing IEPs, and available computer equipment.

FUNDING REQUIREMENTS

Costs of computer equipment and IEP programs.

MATERIALS AVAILABLE

A handbook, "How to Streamline Your IEP: A Special Education Handbook on Computer-Assisted Individualized Education Programs," a supplement describing and comparing available computer programs and a feasibility study report.

CONTACT PERSON

Dr. Nancy C. Enell, Evaluation Specialist, Research and Evaluation Department, San Juan Unified School District, P.O. Box 477, Carmichael, CA 95608, (916) 484-2626.

PROGRAM

Special Education Computer Labs

TARGET POPULATION

Special Education Students in Jefferson County

PROGRAM DESCRIPTION

During the 1982-83 school year three special education computer lab sites (one elementary, one junior high, one senior high) were established. The labs are located in schools with multiple special education programs. There is full-scale implementation at these sites during the 1983-84 school year now that the full configuration of materials and equipment is available. Through the establishment of the labs, effectiveness is evaluated in relation to:

- improving student understanding of basic concepts
- providing students an opportunity to experience situations which would otherwise be inaccessible
- providing students the opportunity to develop computer literacy (as defined by the District Computer Skills Curriculum)
- providing students with an independent learning environment in which students can exercise control and experience success.

**PROCESS FOR EVALUATION
OR ANALYSIS AND RENEWAL**

In evaluating the goals and objectives of the sites, logs are kept to monitor the status of computer use, utilizing pre/post testing in terms of attitude and computer literacy, evaluating selected courseware for use by a variety of handicapped populations.

ADOPTION REQUIREMENTS

A firm and positive commitment on the part of staff involved regarding the purposeful integration of microcomputers in instruction.

FUNDING REQUIREMENTS

Budget for the purchase of Apple II plus or IIe microcomputers, monitors (color and/or green screen), disk drives (dual if possible), printers, courseware (software), supportive books and materials for students and staff. Inservice budget.

MATERIALS AVAILABLE

94-142 grant request. Call for proposals and selection process documentation. School District Block Grant Proposal.

CONTACT PERSON

Diane LeCavalier, Resource Specialist, Hearing Handicapped and Visually Handicapped, Jefferson County Public Schools, 809 Quail St., Lakewood, CO 80215, (303) 231-2420.

PROGRAM

Use of Microcomputers To Develop an IEP, To Maintain Student Records and To Assist in Report Writing

TARGET POPULATION

All general education and special education teachers, administrators, support personnel, and parents.

PROGRAM DESCRIPTION

A microcomputer Pre-IEP process has been piloted using an Apple IIe and Unistar I and II software. After a battery of tests is administered, the results are recorded into a computer program. A student profile, other informational data and a set of suggested goals and objectives are generated which match the discrepancy guidelines for learning disabilities. This Pre-IEP is used at the IEP meeting to assist in the decision making.

A Unisum program organizes student assessment data, including objectives met by individual, class, school or district. An Accumulator II program enables the manager to track student background information. WISC-R, WAIS-R, and Stanford-Binet programs provide a base for psychologist reports.

**PROCESS FOR EVALUATION
OR ANALYSIS AND RENEWAL**

Both Unistar I and II Pre-IEP programs have been revised to meet California state and federal legal program requirements. Additional student objectives were added in the behavioral area. Staff is interviewed annually. Staff and parents have been part of a 1983 study sponsored by the California Department of Education comparing manually written IEP's with computer-assisted IEP's.

ADOPTION REQUIREMENTS

Appropriate microcomputer printer or hardware and software are necessary. Little inservice is required to implement the program, but a commitment to save time and enhance individualized instruction in the classroom is essential.

FUNDING REQUIREMENTS

Costs are flexible if appropriate hardware is available. The software costs are:

	PRICE	APPLE	TRSIII	IBM PC
WISC-R Computer Report (Complete)	\$495.00	X	X	X
WISC-R Computer Report (Basic)	125.00	X	X	X
WAIS-R Computer Report (Complete)	495.00	X	X	X
Stanford-Binet Computer Report	295.00	X	X	
P.E.A.R.-PIAT Error Analysis Report	395.00	X		
W.E.A.R.-Woodcock Error Analysis	395.00	X		
Unistar I-IEP Elementary LD	350.00	X	X	X
Unistar II-IEP Elem-Sec. LD & EMH	695.00	X		
Unisum-Data Mgmt. for Unistar Series	195.00	X		
Computer Assisted D.F.A.-Speech Path	395.00	X	X	

A sample printout or data input of these programs is available upon request.

MATERIALS AVAILABLE

Brochure, software described above, sample Pre-IEP's, sample WISC-R Report, and an Executive Summary of comparison study completed in 1983.

CONTACT PERSON

Dr. Judith F. Hess, Hesperia School District, 9144 Third Street, Hesperia, CA 92345, (619) 244-9323.

PROGRAM

A New Aid for the Hearing Impaired: The Computer

TARGET POPULATION

Students attending hearing handicapped center programs in Jefferson County Public Schools (2 elementary centers, one junior high center, one senior high center, one multi-handicapped school).

PROGRAM DESCRIPTION

Microcomputers have been utilized in the instructional program for hearing handicapped students since the Fall of 1981. A computer courseware review guide has been developed and continues to expand, linking specific programs which are appropriate for use with curriculum objectives. The expansion of computer use with multi-handicapped students continues to grow as better adaptive devices become available. The District is just in the process of releasing a computer literacy curriculum and adaptations and appropriate applications will be forthcoming for the hearing impaired population. There is one full Apple configuration, consisting of a computer, monitor (color or green screen), dual disk drives and printer located at each program site, with the school for the multi handicapped having a 10-computer lab. Each site develops a schedule and specific applications based on student and curriculum needs.

**PROCESS FOR EVALUATION
OR ANALYSIS AND RENEWAL**

- analysis of frequency and effectiveness of applications
- courseware review sheets
- questionnaires

ADOPTION REQUIREMENTS

A firm commitment on the part of staff regarding the value of utilizing the computer within the instructional process.

FUNDING REQUIREMENTS

Budget for equipment and courseware purchase commensurate with needs. Inservice budget.

MATERIALS AVAILABLE

Article published in September, 1982 in American Annals of the Deaf, courseware evaluation form, courseware review guide, video tape describing status of implementation during winter of 1982.

CONTACT PERSON

Diane LeCavalier, Resource Specialist, Hearing Handicapped and Visually Handicapped, Jefferson County Public Schools, 809 Quail Street, Lakewood, CO 80215, (303) 231-2420.

PROGRAM

Computer Assisted Assessment Reports
("Psych. Report Writer")

TARGET POPULATION

Assessment personnel, (primarily psychologists) who prepare summary reports of student assessment results.

PROGRAM DESCRIPTION

The "Psych. Report Writer" was developed as part of an overall staff development project to improve the quality of assessment reports and reduce the amount of staff time required to prepare them.

Staff involvement is essential for development and use of the computerized report generator. Analysis of assessment results remains the primary responsibility of the professional. The report generator assists in the clerical task of expressing those judgements and interpretations in written form. The system incorporates the speed advantages of a menu-select checklist and the flexibility of word processor functions. The time saved is used to provide additional direct service and staff consultation to further interpret and translate assessment results for improved instructional programs for handicapped children.

**PROCESS FOR EVALUATION
OR ANALYSIS AND RENEWAL**

Initial development of the report generator content was accomplished by staff using a thorough review of previous reports. A semi-annual review of the content and format is used to revise the report generator to meet current program needs and professional desires.

ADOPTION REQUIREMENTS

A firm commitment to staff development and a willingness to adopt a multidisciplinary staff support model to take advantage of time savings.

FUNDING REQUIREMENTS

Computer hardware and software costs of approximately \$4,000. Costs may be shared with other management support functions to minimize direct cost attributable to report generation.

MATERIALS AVAILABLE

Program descriptions, progress reports and two-year impact evaluation study.

CONTACT PERSON

Joseph Huether, Computer Specialist, Educational Service District No. 123, 124 S. 4th Street, Pasco, WA 99301, (509) 547-8441.

PROGRAM

Psychological Report Writer/Speech Report Writer
For Apple

TARGET POPULATION

School Psychologists and Speech Therapists

PROGRAM DESCRIPTION

These separate computer programs provide a comprehensive and flexible report writing process which combines the speed of computer automation with the power of word processing. After the user responds to approximately 27 prompts, a full report is written to disk as a text file for use with Apple Writer II, IIe, or any other word processor which reads text files.

**PROCESS FOR EVALUATION
OR ANALYSIS AND RENEWAL**

ADOPTION REQUIREMENTS

Hardware-48K Apple, printer, single disk drive.
Software-SPEECH REPORT or PSYCH REPORT disks, Word Processor.

FUNDING REQUIREMENTS

Cost of the hardware and software mentioned above.

MATERIALS AVAILABLE

Sample reports.

CONTACT PERSON

Dr. Peter Pratt, School Psychologist, Central Montana LRC, PO Box 1058, Lewistown, MT 59457, (406) 538-9012; Mr. Richard Wright, Owner, NEW WAVE COMPUTING, PO Box 793, Lewistown, MT 59457, (406) 538-5794; Mr. Richard Wende, Speech Pathologist, Lewistown School District, 215 7th Ave. South, Lewistown, MT 59457, (409) 538-7454.

LEAST RESTRICTIVE ENVIRONMENT

PROGRAM

An Analysis and Comparison of the Cost Effectiveness of an Interrelated Program Service Delivery Model and Categorical Program Service Delivery Model in Rural Settings

TARGET POPULATION

Administrators, Special Education teachers, and mild to moderate EMH, SLD, and ED students.

PROGRAM DESCRIPTION

This investigation is part of a three year demonstration grant funded by the State Department of Kansas to examine interrelated program service delivery systems and methods of improving their efficacy in rural settings. The information is based on the collection of four levels of cost data and the collection of program effectiveness data. Cost data was collected for a Special Education Cooperative which serves EMR, LD, and ED children in interrelated classroom settings and a Special Education Cooperative which serves such children in categorical classroom settings. Cost figures included (1) itemized cost which include monies expended from the special education budget for special education services; (2) the cost of FTE students in special education for each primary area of exceptionality; (3) the cost of mainstreaming special education students, and the total cost of special education and regular education combined; and (4) the amount of local effort required to cover excess costs per student. Program efficacy data was also collected and compared representing the two types of service delivery systems. The data collected was as follows; (1) pre and post measures of student gains of standardized measures; and, (2) pre and post measures of program satisfaction of special education personnel, regular education personnel, parents of handicapped students receiving services, and special education students.

PROCESS FOR EVALUATION
OR ANALYSIS AND RENEWAL

Procedures for evaluation may replicate project procedures. Process outlines in materials.

ADOPTION REQUIREMENTS

Commitment by administrators and staff to accept this type of programming and willingness to follow guidelines for training of personnel to implement the concept.

FUNDING REQUIREMENTS

None. Funds for training may be raised through present VIB Source plus savings from this type of programming.

MATERIALS AVAILABLE

Project reports (2), Inservice manual, available Spring '84.

CONTACT PERSON

Greg Gaither, East Central Kansas Cooperative in Education, PO Box 41, Baldwin City, KS 66006, (913) 594-6505.

PROGRAM

Cross-Categorical Programming - Pilots

TARGET POPULATION

Intellectually Limited (S.L.I.C.), Socially and Behaviorally Disturbed (S.I.E.B.D.) and Learning Disabled (P.C.) students in elementary and secondary settings.

PROGRAM DESCRIPTION

Jefferson County Public Schools have a variety of cross-categorical pilots currently functioning. The more recent pilots have benefitted greatly from data collected and "lessons learned" from the earlier pilots.

In general, the goals include:

- A. Education in the least restrictive environment, most often the home-school setting with a mixture of regular and special education programming/services.
- B. Most effective/efficient utilization of professional staff, based on individual expertise rather than certification.
- C. Reduction in duplication of services/staff required to meet needs of students and schools.
- D. Reduction in unnecessary transportation.
- E. Programming of students by needs and services rather than by handicapping condition/program.

**PROCESS FOR EVALUATION
OR ANALYSIS AND RENEWAL**

The pilot programs are evaluated through the approved district pilot program process. This includes yearly pre/post assessments and summaries by students, staff and parents alike.

ADOPTION REQUIREMENTS

A district commitment to serving handicapped students in the least restrictive setting.

FUNDING REQUIREMENTS

Jefferson County Public Schools receive handicapped funding from local, state and federal sources. State guidelines are becoming increasingly more flexible and provide greater variety in staff utilization.

MATERIALS AVAILABLE

As more handicapped students are educated/served through the regular classroom setting, more sharing of materials and consultation will need to occur between the regular education and special education instructional staff for consistency and reinforcement.

CONTACT PERSON

Mr. David Spinks, Coordinator of Special Education, Jefferson County Public Schools, 809 Quail St., Lakewood, CO 80215, (303) 231-2471.

PROGRAM

Project Reach - Regular Education for All Children with Handicaps

TARGET POPULATION

Severely disabled school age students, parents, community, school administrators, teachers and non-disabled students

PROGRAM DESCRIPTION

Project Reach was developed in a cooperative effort by San Francisco State University and San Francisco Unified School District to provide an integrated service delivery model for severely disabled children and youth. In recognizing that integration means a major systems change, REACH focuses on workable strategies to assist sites in resolving the administrative concerns, inservice needs, opportunities for student interaction and parent and community support needs. REACH materials consist of (a) Project REACH Administrators Manual (PRAM), (b) Awareness and Inservice Manual (AIM), (c) Parents and Community Together (PRAM), (d) Inventory Process for Social Intervention (IPSI), and (e) Educational Assessment of Social Interaction (EASI). This project provides a method for working with individuals with varied backgrounds, levels of experience and expertise; and it is maintained through the development of ongoing relationships with district personnel, parents and care providers and the community.

**PROCESS FOR EVALUATION
OR ANALYSIS AND RENEWAL**

Because meaningful integration occurs when school sites develop ongoing programs to encourage positive interactions between severely disabled and non-disabled students, REACH evaluates effectiveness through attitude change. Built into REACH, the Educational Assessment of Social Interaction (EASI) provides a process for the collection of data on changes in social interaction from the perspectives of both disabled and non-disabled. In addition, school personnel may utilize attitude scales such as Voeltz' Acceptance Scale (1981).

ADOPTION REQUIREMENTS

Implementation of planned efforts to provide for the successful integration of students will vary from area to area depending on present placement options. The availability of staff to meet with, provide inservice to and follow-up with administrators, teachers, parents and other community members as well as to provide on-site consultation to staff is necessary. Movement from segregated settings will necessitate funding changes.

FUNDING REQUIREMENTS

Will vary from area to area

MATERIALS AVAILABLE

REACH manual available on a limited basis

CONTACT PERSON

Chesca Puima, Project Coordinator, Project REACH, 612 Font Blvd, San Francisco, CA 94132, (415) 469-1306.

PROGRAM	<u>Side-by-Side: Program for students who are severely handicapped</u>
TARGET POPULATION	Severely profoundly and multiply handicapped students ages 5-21.
PROGRAM DESCRIPTION	The Albuquerque Public Schools Side-by-Side program serves severely multiply-handicapped students on nine regular age-appropriate campuses. Educational Teams, precision teaching, on-site special education administrators and a system approach are all key elements to the success of the program. A dispersed cluster service delivery model is used. Students are integrated into regular classes and extra curricular activities to the maximum extent appropriate. A full-range of support and related service personnel are assigned full-time to each site. A wide range of program options including vocational and on-site job training are available. Programs have become an integral part of the schools in which they are located.
PROCESS FOR EVALUATION OR ANALYSIS AND RENEWAL	Child Find process for students' identification. In-depth evaluation by internal research/evaluation team; measurement of student progress; periodic re-training of staff; program acceptance as demonstrated by program validation by third parties.
ADOPTION REQUIREMENTS	Training of personnel; local Board and Administrative commitment; parental acceptance; leadership from special educators.
FUNDING REQUIREMENTS	Local, state and federal monies similar to those required for service delivery in any other location. We have identified no additional costs.
MATERIALS AVAILABLE	Curriculum Guide, Description of classroom set-up and equipment; Administrative Options for IRE Resource People, Reprints of articles describing process of establishing program.
CONTACT PERSON	Jo Thomason, Ed.D., Assistant Director, Special Education, Albuquerque Public Schools, PO Box 25704, Albuquerque, NM 87125, (505) 842-3741.

PROGRAM

Program for severely handicapped elementary age students in integrated settings in school and community

TARGET POPULATION

Students, ages 5-11, who are identified as experiencing severely handicapping conditions, primarily in cognitive, communication and behavioral functions.

PROGRAM DESCRIPTION

The recognition that instruction in relevant, age-appropriate, functional activities is most effective in natural settings led to the establishment of this program on an elementary school site and including regular access to community training sites. Each student's program is based upon a parent/care provider interview which helps establish targeted activities for instruction for each student and avoids a fixed curriculum. Basic function needs in cognitive, communication, motor, social interaction and behavior domains are incorporated into critical activities and thereby instructed in relevant contexts. Appropriate social interactions and age-appropriate behaviors are supported by direct instruction, special friends relationships and involvement in normally occurring school events. Vocational experiences in real job settings both on and off the school site are provided as part of each student's program.

**PROCESS FOR EVALUATION
OR ANALYSIS AND RENEWAL**

Specific targeted activity objectives are developed through the curriculum development process (ICSM) and the IEP. The program provides for data-based decisions for modification of instructional programs, and utilization of natural criteria provides an effective reality base. The parent/care provider interview, done annually, allows evaluation of activities and environments accessed by students and family.

ADOPTION REQUIREMENTS

Staff commitments include one teacher and two aides for about 11 students. Designated Instructional Support personnel also carry out instruction in both school and community sites. Teacher must be committed to meeting with parents in their home and outside school hours.

FUNDING REQUIREMENTS

No additional funding is required beyond staffing.

MATERIALS AVAILABLE

ICSM Overview, a description of the philosophical basis and process of the Individualized Critical Skills Model, and the ICSM parent/care provider interview worksheets are available.

CONTACT PERSON

Blair Roger, teacher, Washington Elementary School, 825 Taylor Ave., Alameda, CA 94501, (415) 522-6700 ext. 351; or Velma Elliott, SELPA Director, Alameda USD, 2200 Central Ave., Alameda, CA 94501.

PROGRAM	<u>Special Education Preschool Program</u>
TARGET POPULATION	Identified handicapped children - ages 3 through 5
PROGRAM DESCRIPTION	Handicapped preschoolers are offered cognitive, social, language and motor training four days a week, Monday - Thursday. Children may attend A.M. or P.M. sessions with sessions lasting 2-2 1/2 hours each. Fridays are utilized by the preschool staff for activities such as Child Find assessment/staffings, review meetings, parent education or team coordination meetings. The district also offers preschool programming for non-handicapped students. Close coordination exists as students move along the continuum from Special Education to regular education.
PROCESS FOR EVALUATION OR ANALYSIS AND RENEWAL	Students are evaluated at least annually. The program per se is evaluated according to State Department guidelines for programs for the handicapped. The State of Colorado carries out extensive on-site evaluations every three years.
ADOPTION REQUIREMENTS	A district commitment to providing early intervention. In addition, federal and state guidelines require districts to offer similar services to handicapped students as they do for non-handicapped students.
FUNDING REQUIREMENTS	Special Education preschool staff are funded through a combination of local, state and federal monies. Disciplines involved include Special Education teachers, social workers, psychologists, speech and language therapists, nurses, OTs and PTs.
MATERIALS AVAILABLE	J.E.E.P. - Jefferson County Early Education Profile - developmental guide for assessment and instruction; various instructional materials available through vendors.
CONTACT PERSON	Mr. David Spinks, Coordinator of Special Education, Jefferson County Public Schools, 809 Quail St., Lakewood, CO 80215, (303) 231-2471.

PROGRAM

The Individualized Critical Skills Model (ICSM);
Inservice Opportunities for Educators and Parents of
Students with Severe Handicaps

TARGET POPULATION

Teachers, parents, administrators, instructional assistants, support personnel, care providers.

PROGRAM DESCRIPTION

The ICSM is a systematic instructional process emphasizing chronological age appropriate functional skills in natural environments. It consists on nine phases that stress the acquisition and generalization of critical domestic, vocational, recreational, and community skills. Each student's curriculum is based on activities available in the various environments in which that student participates and the preferences of the significant individuals in his or her life. The ICSM process includes determining what critical activities and skills are in need of instruction, where and when instructional efforts should be undertaken, and how effective is the instruction in improving the quality of life for the student in present and future integrated least restrictive environments.

PROCESS FOR EVALUATION
OR ANALYSIS AND RENEWAL

Evaluation is undertaken by analysis of a number of variables; quantity and quality of participation by students in chronological age appropriate natural environments, parent's perceptions of community-based instruction, teacher change, change in IEP objectives, rule and policy changes within education systems.

ADOPTION REQUIREMENTS

Participation in ICS inservice training opportunities either during school year or two-week summer training institute.

FUNDING REQUIREMENTS

MATERIALS AVAILABLE

The following ICSM Inservice Opportunities materials have been developed by the California State Department of Education, Personnel Development Unit:

Savage, S. The Individualized Critical Skills Model (ICSM): An Overview to Inservice Opportunities

Savage, S. ICSM Outcome Competencies

Savage, S. The Individualized Critical Skills Model (ICSM): Facilitator's Guide. (Facilitator's Guide for 20 inservice sessions consisting of notes for Direct Instructions, Exercises, Transparencies and other Media, and Participant's Handouts)

Rosenberg, B. ICSM Career and Vocational Preparation of Individuals with Severe Handicaps: Facilitator's Guide

Taresh, D. and McIntosh, D. Electrical Control Devices: Facilitator's Guide.

Holowach, K., Taresh, D., Harkins, B., and Savage, S. Behavior Management in Natural Environments

Day, G. ICSM Demonstration Classrooms: Guidelines for Observations and Trainings

CONTACT PERSON

For further information regarding the ICSM Inservice Opportunities or any of the ICSM materials, please contact: Jeffrey Cohen, California State Department of Education, Office of Special Education, Personnel Development Unit, 721 Capitol Mall, Sacramento, CA 95814, (916) 322-2174.

PROGRAM	<u>"Chocolate Chips" 4-H Club</u> , chartered 4-H Club in the state of Montana
TARGET POPULATION	Special Ed. students ages 9-21, County Extension Office, Urban Aide, District #2 School Officials, General Ed. and Special Ed. teachers, parents, peers and members of the community.
PROGRAM DESCRIPTION	"Chocolate Chips" is a club belonging to the National/International Organization of 4-H. The program is open to all boys and girls in a self-contained Special Ed. classroom. It allows these young people to learn by doing in over 130 project areas. Members gain experience in individual project work, club activities, and county-wide activities, which bring them into the mainstream of the community. Special attention is given to insure cohesive reinforcement between classroom learning and practical, hands-on application of learning through 4-H projects. Students are required to function with the general peer population in various settings such as public speaking, demonstrations, interview judging on individual fair projects and community services.
PROCESS FOR EVALUATION OR ANALYSIS AND RENEWAL	Beginning activities included "Exploring 4-H and Wildlife Observation," which are broad based projects from which specific sequential goals are adapted for the coming 4-H year. Annual evaluations are made in September by project leaders.
ADOPTION REQUIREMENTS	As a result of parental concern, those responsible for students' education programs believe 4-H offers these children a means to gain access to community involvement in an educational manner.
FUNDING REQUIREMENTS	Funding required is minimal, limited to consumable supplies. Necessary money was acquired by a People-Partners' Grant through State 4-H Foundation in the amount of \$50.00. No major cost, project costs vary.
MATERIALS AVAILABLE	Summary sheets, evaluations; county, state and national 4-H publications.
CONTACT PERSON	Terry Lankutis, Garfield School, 1604 Main Street, Miles City, MT 59301, (406) 232-4310.

PROGRAM

Side-By-Side Integrated Special Education Preschool

TARGET POPULATION

Students range in age from three to five years. The preschool is a non-categorical program. Placement is based upon need for articulation with normal peers.

PROGRAM DESCRIPTION

The uniqueness of this program lies in the degree of integration between handicapped and non-handicapped preschoolers.

Special Education preschool and State preschool classes share a building originally constructed as a separate facility for TMR students who are now placed in regular classrooms. This physical setting facilitates a free flow of students from one activity to another throughout the morning. Teachers in the two programs jointly plan weekly units, lessons and assign instructional groupings. Regular and special students work side-by-side within these groupings for most of their day.

The program has two major areas of emphasis: language acquisition and development, and sensory-motor development. Language lessons are a regular part of each day. A speech and language specialist is assigned to the preschool and teaches a weekly language group in each class. She also gives individual and small group speech and language therapy and is available for daily consultation. The language needs of students is also addressed through close involvement with peers who have developed age-appropriate language.

Both fine-motor and large-motor activities are stressed. All students, regular and special, have both large- and fine-motor daily activities, and the adapted physical education teacher works with selected students regularly.

Additional support staff include a school psychologist who completes assessments for placement, acts as a behavior consultant, and plans parent education classes in child development and behavior management. The school nurse takes health histories, does nurse assessments, and follow-up on any medical concerns. She and the school psychologist may accompany teachers who spend two or three afternoons per week in scheduled home visits with parents to assist them in developing parenting skills and dealing with concerns and problems they might have.

**PROCESS FOR EVALUATION
OR ANALYSIS AND RENEWAL**

Follow-up of students enrolled in the preschool in the first year (1981-82) indicates most are successfully enrolled in regular programs with support services for a short portion of the school day. These students will continue to be followed to judge strengths and weaknesses of the program.

ADOPTION REQUIREMENTS

Administrative support

FUNDING REQUIREMENTS

This program is totally supported by categorical funds allotted for the State preschool, and special education funding to support special day classes and support services.

MATERIALS AVAILABLE

Video tape currently being developed

CONTACT PERSON

B.J. McCallum, Director of Special Education,
Santee School District, PO Box 220, Santee, CA
92071, (619) 448-2792.

PROGRAM

Educational Alternatives for Rurally Located
Youngsters (E.A.R.L.Y.)

TARGET POPULATION

The EARLY program is designed to utilize scarce resources of personnel and funding to collectively serve moderately to severely handicapped preschoolers in rural Western Montana. The Program is run jointly by the Bitterroot Valley Special Education Cooperative and the Ravalli County Head Start Program provides Special Education and related services to preschoolers in an age appropriate setting. The Cooperative funds an educational aide who is stationed at the Head Start Program and, with Head Start personnel, provide moderately and severely handicapped children with programs developed and monitored by Cooperative employees.

PROCESS FOR EVALUATION
OR ANALYSIS AND RENEWAL

Cooperative and Head Start personnel meet as needed to review programs and project needs; and they determine annually whether or not the need exists for continuation of joint services for the ensuing year.

ADOPTION REQUIREMENTS

None

FUNDING REQUIREMENTS

The Cooperative provides release time and through consultive services (at no cost) and develops and monitors programs. The aide hired through the Cooperative is funded through a Preschool Incentive Grant.

MATERIALS AVAILABLE

None

CONTACT PERSON

Mike Ainsworth, Cooperative Director, Bitterroot Valley Special Education Cooperative, Box 137, Stevensville, MT 59870, (406) 777-2494.

PROGRAM	<u>Pride and Joy - Infant Education Program</u>
TARGET POPULATION	Developmentally delayed preschoolers - birth to 36 months
PROGRAM DESCRIPTION	This program for infants and toddlers from birth to 36 months is operated on a county wide basis. The program provides support, guidance, information and counseling to parents and developmentally delayed and high risk infants in a children's center and home based environment. It offers an innovative approach with the integration opportunity available to the infants and toddlers with non-handicapped children. Such has been made possible by the creative and co-operative effort of the private sector through a non profit organization, a regional center and the County Office of Education. Through the resources contributed by each of these entities, the program has emerged to provide intervention, stimulation and management approaches to developmentally delayed children and their parents. A particular learning environment recognizing the role of the parent as primary teacher is provided to enable parents to fulfill child's needs more successfully.
PROCESS FOR EVALUATION OR ANALYSIS AND RENEWAL	Personal evaluation processes are completed throughout the school year. Process evaluation activities are completed relative to identification, assessment, instructional planning and planning proposals.
ADOPTION REQUIREMENTS	Coordination and communication among the public agencies involved in providing service to the developmentally delayed pre-schooler is essential. Administration and Teaching Staff must be flexible, creative, and able to provide service to meet the family's needs with the clear awareness of the special needs child.
FUNDING REQUIREMENTS	Funding includes salary and benefits. 1.0 for FTE position, .5 FTE for speech and language special teachers, .1 FTE occupational/physical therapist. Direct support services for administration, assessment personnel and clerical services as necessary. Additional funding recommendations would include classroom space and classroom staffing.
MATERIALS AVAILABLE	Procedure, grant application for federal funds, personnel guide and evaluation results.
CONTACT PERSON	Dr. Vicki Barber, Director of Special Ed., El Dorado Co. - Office of Education, 337 Placerville, CA 95667, (916) 985-4671.

PROGRAM

Consultant/Strategist Model for Rural Schools

TARGET POPULATION

All administrators of general and special education, general and special education teachers, school board members, support/itinerant personnel, and parents.

PROGRAM DESCRIPTION

The Consultant/Strategist Model for Rural Schools, is designed to meet the futurist needs of an education system forced to respond to a technological society. This response is further complicated by existence in a rural setting, with inherent difficulties. The model functions on the premise that "pull out" programs for handicapped students have not only been minimally effective, but also have limited the exposure of this populous to the variety of everyday experiences which cannot be duplicated outside the general classroom. The primary goal of the model is to provide a collaborative system for meeting the individually-unique requirements of special needs students, while allowing them to remain within the general classroom environment. One consultant is employed to work with 9 schools as a team member with general and special needs teachers, parents, and administrators in development and implementation of education strategies. Observations and educational demonstrations of methods and materials are used to meet unique learning and behavioral difficulties.

**PROCESS FOR EVALUATION
OR ANALYSIS AND RENEWAL**

Needs assessment surveys are used to determine the primary focus of initial service delivery. Administrative and teacher data contribute to evaluation of the program model and setting goals for the subsequent school year.

ADOPTION REQUIREMENTS

A desire to strive toward futurist education and support that commitment, an interest in increasing staff skills through selective inservices, and the belief that special needs students can best be served in a modified general classroom setting.

FUNDING REQUIREMENTS

Funding for the salary of one full-time consultant position (teacher trained with special education background); an inservice budget is recommended for information sharing on learning styles/strategies and diagnostic interpretation.

MATERIALS AVAILABLE

Informational handouts regarding learning styles, strategies, documentation instruments for observations, and teacher/student contacts

CONTACT PERSON

Pamela J. Samack, Consultant/Strategist, Special Education Services, Walsenburg High School, 335 W. Pine St., Walsenburg, CO 81089, (303) 738-1701.

**SECONDARY AND/OR
VOCATIONAL EDUCATION**

PROGRAM

Career Specialist/Assessment Program

TARGET POPULATION

Special Education Students - Secondary Level (9-12)

PROGRAM DESCRIPTION

Two itinerant assessment specialists move a complete assessment laboratory to each of the high school campuses. They assess each special education pupil with the Singer, Valpar and/or PASS assessment systems. Prior to their assessments, a career specialist will have administered a career assessment survey. This survey is given to determine the intervention strategies to be used with each pupil.

The career specialists develop and nurture vocational awareness of the student throughout high school careers. They assist special education teachers in the classroom, provide student counseling and seek student job placements in the communities. In assisting teachers, the career specialists make classroom presentations, attend IEP meetings, arrange for speakers, and provide materials and ideas.

The career specialists have provided assistance to students in the areas: (a) Awareness - Through classroom instruction, group counseling, and administration of the Career Assessment Survey Exploration (CASE), the career specialist develops and nurtures vocational awareness; (b) Assessment - The career specialist works in conjunction with AUHSD Assessment Specialists to provide in depth vocational assessments; (c) Counseling - The career specialists attempt to build on individual interests and skills using both individual and group counseling; (d) Exploration/Training - The career specialist places high emphasis on vocational training - placement in on-campus training programs, ROP, and work experience stations in local businesses; and (e) Career Placement/Follow-up - The ultimate goal of the program is to provide help to special education students in securing and maintaining gainful employment.

PROCESS FOR EVALUATION
OR ANALYSIS AND RENEWAL

- A. Survey of Special Education teachers
- B. Evaluation by Director Special Youth Services
- C. On site visitation by State Department personnel

ADOPTION REQUIREMENTS

- A. Commitment and support by administration
- B. Staff training program

FUNDING REQUIREMENTS

- A. Assessment instruments and housing for same
- B. Assessment and career specialist personnel
- C. Transportation (trailers), materials, and travel (personnel).

MATERIALS AVAILABLE

A brochure listing the resources available to handicapped students during and after the completion of high school has been developed. Pocket size student resume' forms and "job hunting tips" are unique publications which are also available. Student interview forms designed to help students understand and structure job interviews have also been developed.

CONTACT PERSON

Mr. Joseph Cox, Career Specialist, or Dr. David Steinle, Director, Special Youth Services, Anaheim Union High School District, PO Box 3520, Anaheim, CA 92803, (714) 956-6641.

PROGRAM

Albuquerque Public School's Career Development Vocational Assessment Component

TARGET POPULATION

All high school students in the Albuquerque Public Schools who are identified as "requiring special education, and may require a modified vocational program in order to develop their maximum vocational potential." (By District definition this is also interpreted to include those students identified as 'gifted'.)

PROGRAM DESCRIPTION

The primary goal of the assessment component is to provide evaluation of the student's vocational skills, aptitudes, and interests for use in academic program planning and preparation for vocational alternatives. To this end, a completely equipped assessment laboratory is located at each high school within the district. Each lab is staffed by a Vocational Assessment Specialist and an aide. Each lab has standardized test batteries, work samples, and a variety of information resources.

Referrals for assessment are generated by teachers, other professionals such as educational diagnosticians, parents and students. Evaluations generally involve twelve to fifteen hours of student time, depending upon the nature of the referral question. Results are distributed in report form, and are generally shared by the Specialist with the student, teacher, parents and appropriate others. In addition, the Vocational Assessment Specialist provides information to programming meetings which result in the student's Individual Education Plan.

Unique facets of the program include: (1) Although the program is funded, administered, and evaluated district-wide, individual adaptation of each lab and staff to the specific needs of the host school is allowed; (2) A longitudinal, multi-contact model of assessment allows numerous contacts in a variety of situations throughout the student's high school career; (3) Expansion of the program to include assessment of eighth grade students makes possible vocationally-related planning for the student's entire high school career; (4) Expansion of the program to include a specialization for gifted students; (5) Computer assistance for word-processing, data management, scores on standard test instruments, and information on experimental procedures provide a bank of research and statistical data; and (6) Concurrent development of a Career Exploration class allows students to engage in hands-on activities to explore a variety of vocational options.

**PROCESS FOR EVALUATION
OR ANALYSIS AND RENEWAL**

1) Input and feedback is sought from students and school personnel to enhance the effectiveness and utilization of the program.

2) The program is currently involved in a district-wide follow-up project for collecting data on special education students post graduation. The data is to be used to modify special education programming to increase preparation for vocational options and independent living following high school.

3) All activities of the Assessment Specialists are logged in an effort to facilitate more effective utilization of the program.

4) Regular monthly meetings are held to share ideas, develop skills, and coordinate activities.

ADOPTION REQUIREMENTS

Albuquerque Public Schools has been committed to this program for a period of five years. Utilization of the program is a matter of district priority and policy.

FUNDING REQUIREMENTS

Funding is necessary for staff salaries, equipment and supplies, and is received from special education generalized state funds. For specific information, please contact Dr. Weatherred as indicated below.

MATERIALS AVAILABLE

A general information manual describing the over-all program, forms used in referral and follow up, and sample reports are available. Videotapes and slide presentations are available as well as on-site visits, should they be requested.

CONTACT PERSON

Dr. Robert Weatherred, Coordinator of Career Development Special Education, P.O. Box 25704, 725 University Blvd. SE, Albuquerque, New Mexico 87125, (505) 842-3741; or, Nancy Kendall, Vocational Assessment Specialist, Valley High School, 1505 Candelaria N.W., Albuquerque, NM 89107, (505) 345-9021.

PROGRAM

Project Work Ability

TARGET POPULATION

Special Education students 16-21 years of age

PROGRAM DESCRIPTION

Project Work Ability is an intra- and inter-agency project for use with students between the ages of 16 to 21. It is a cooperative education and work experience in private sector employment. The primary goal of the program is to improve attitudes in employers, teachers and students regarding their employability. Students with all disabilities are served in the project. Thirty-four projects which draw students from 76 school districts have received two-year grants from PL 94-142 EHA State Discretionary funds and PL 94-482 Vocational Education grants to place students in private sector employment while they are in school. Schools receive credit for students finding and keeping jobs or continuing education after high school. Extensive State and local interagency coordination is required for the project to be self-supported.

**PROCESS FOR EVALUATION
OR ANALYSIS AND RENEWAL**

State evaluations include:

- 1) Project director's reports
- 2) Dept. of Rehabilitation statistical reporting and local DR evaluations
- 3) Student forms on each student
- 4) EDD reporting to the Legislature

ADOPTION REQUIREMENTS

Work experience must be available to students in LEAs. Strong vocational education and special education coordination is required.

FUNDING REQUIREMENTS

Average grants range from \$13,000-60,000 dependent upon the number of students placed on work experience.

MATERIALS AVAILABLE

Brochure: Guidelines, Evaluation Reports -
EDD, Department of Education

CONTACT PERSON

Gail Zittel, 721 Capitol Mall, 4th floor,
Sacramento, CA 95814. (916) 324-3643

PROGRAM

The Store Project

TARGET POPULATION

Handicapped students age 16-21 years old

PROGRAM DESCRIPTION

The Store Project trains handicapped students, 16 through 21, for unsubsidized employment in the grocery industry. Many skills are also applicable to a variety of other retail and food-related jobs. The recent acquisition of a commercial grocery store, PEOPLES MARKET, provides students with a realistic work environment and additional on-site training. Upon completion of The Store Project /PEOPLES MARKET training program, students are assisted in securing unsubsidized employment.

PROCESS FOR EVALUATION
OR ANALYSIS AND RENEWAL

Meeting stated goals and objectives

ADOPTION REQUIREMENTS

The Store Project: Training site, instructor and aide, cash registers, merchandise, strong commitment from agency re-employment training.

FUNDING REQUIREMENTS

\$140,000.00 per year

MATERIALS AVAILABLE

Curriculum

CONTACT PERSON

Virdie Golliher, (206) 572-5985 or Wayne Spence, (206) 591-3929, Tacoma Public Schools, Pupil Personnel Services, PO Box 1357, Tacoma, WA 98401.

PROGRAM

OVER - 21

TARGET POPULATION

Young adults (postsecondary age) with severe/profound multiple disabilities

PROGRAM DESCRIPTION

Over-21 provides continuing education in a data-based program for persons ineligible for typical adult day programs due to the severity of their multiple disabilities. Curriculum consists of a functional life skills program with instruction carried out in multiple natural community environments.

PROCESS FOR EVALUATION

Student progress and project outcomes are measured through semi-annual review of daily classroom performance data.

ADOPTION REQUIREMENTS

FUNDING REQUIREMENTS

Over-21 is funded through a generic-service agency for developmentally disabled persons (Calif. State Department of Developmental Services)

MATERIALS AVAILABLE

Final report to funding agency at end of initial (seed) year.

CONTACT PERSON

Rosalee Schubert, San Francisco State University,
612 Font Blvd., San Francisco, CA 94132, (415)
469-2141.

PROGRAM	<u>AVID TOO</u> (Adapting Vocational Handicapped Instruction in Rural Districts Too!)
TARGET POPULATION	Mildly mentally retarded and Specific Learning Disabled students, grades 9-12, who exhibit characteristics which impede integration into regular vocational programs.
PROGRAM DESCRIPTION	This project has been developed to provide handicapped students in rural and remote districts an opportunity to participate in initial work experiences, both on campus and in work try outs (O.J.T.). The work study program is individual for assisting each student develop specific vocational objectives. It provides for modifications with the on-line special education and regular education programs to insure successful mainstreaming of students in the school and later in the work community. The three essential elements of this program: teacher, student and community, are critically interwoven. The education staff (both special and regular) have been invested with the responsibility for developing an appropriate individual education plan which includes a vocational program.
PROCESS FOR EVALUATION OR ANALYSIS AND RENEWAL	The Matrix is designed to facilitate analysis of the evaluation design of the project. Evidence is systematically gathered and recorded. The Career Education Critical Skills Test is administered prior to entering the program and again at the end of the year. The test is scored and used as a tool to help students. The test results are recorded and used to document the student's growth in pre-vocational skills.
ADOPTION REQUIREMENTS	Contact originator.
FUNDING REQUIREMENTS	Funding includes salary for one full-time position (certified), and one part-time aide.
MATERIALS AVAILABLE	Brochures, program descriptions, Vocational Work Evaluation, flyers.
CONTACT PERSON	Mel Mangum, Director of Special Education; Jana Hubbs, Vocational Coordinator; County Services Building, ESD #123, 314 W. Main Street, Walla Walla, WA 99362, (509) 529-3700.

PROGRAM

Secondary Resource Specialist Program

TARGET POPULATION

General education teachers and administrators and resource specialists at the secondary level; support staff, parents and community agencies providing services to secondary resource specialist students - including severely handicapped students mainstreamed into resource programs.

PROGRAM DESCRIPTION

The West Orange County Consortium for Special Education has provided program at the secondary level for students referred to the resource specialist component. The program is endorsed by regular and special education staff, parents, and participating students. The resource specialist program is often seen as inappropriate at the secondary level in other locales. Those involved indicate that they would not willingly move to another model for serving these students. One aspect of the program is the successful mainstreaming of a number of severely handicapped students - both from self-contained classes into the resource program and from the resource program into regular classes. A description of the program and its critical aspects is available in an information packet.

**PROCESS FOR EVALUATION
OR ANALYSIS AND RENEWAL**

The program is evaluated in the following areas:

- 1) Student Acceptance (self-referrals, etc.)
- 2) Parent Acceptance (participation, comments, attendance at IEP Team Meetings)
- 3) Regular Teacher Acceptance (participation, comments, support)
- 4) Special Ed. Staff Performance
- 5) Administrative Support
- 6) Student Achievement (successful mainstreaming)

ADOPTION REQUIREMENTS

Any secondary resource specialist program could follow these procedures with administrative approval and support.

FUNDING REQUIREMENTS

None, beyond the current costs of special education.

MATERIALS AVAILABLE

Information packet

CONTACT PERSON

Marie Otto, Asst. Supt.; West Orange County Consortium for Special Education, 10251 Yorktown, Huntington Beach, CA 92646, (714) 964-3339.

PROGRAM	<u>Community Liaison Instructional Program, CLIP</u>
TARGET POPULATION	Students who are mildly to severely handicapped ranging in age from 13-21.
PROGRAM DESCRIPTION	The purpose of the Community Liaison Instructional Program is to develop students' vocational, domestic, recreational/leisure, and general functioning skills in the least restrictive environment - the community itself. The community liaison specialist establishes community training sites, coordinates activities between school and community, and provides instruction to students in community settings. Students have made significant gains; parents are supportive; teachers are enthusiastic; employers are very cooperative.
PROCESS FOR EVALUATION OR ANALYSIS AND RENEWAL	Task analyses are utilized to measure daily student performance providing data on entry level, number of sessions, amount of time, and exit level. Data on satisfaction of parents and employers is collected regularly. A needs assessment is conducted each year to determine priorities for goals and objectives in the four domain areas.
ADOPTION REQUIREMENTS	A needs assessment for replicating CLIP has been developed, including action plans for implementation. A commitment to community-based instruction is essential. Release time needs to be provided for training.
FUNDING REQUIREMENTS	A community liaison specialist (certified teacher) is needed. A no-cost solution is possible through the reorganization of staff and changing the role of a present staff member. A community trainer assistant would allow for services to an increased number of students. Other costs are flexible.
MATERIALS AVAILABLE	Brochures, manuals, and guides have been developed. The vocational and domestic manuals are: Community Based Vocational Training Program; Community Involvement; Private Home Site Training Program; and, Student Home Site Training Program. The parents' guide is entitled Community Resources Guide to Services for the Handicapped.
CONTACT PERSON	Dr. Ralph Bohannon, Director of Special Services, Lake Washington School District, 10903 NE 53rd, Kirkland, WA 98033, (206) 828-3446.

PROGRAM	<u>Special Education Service Planning for Incarcerated Youth</u>
TARGET POPULATION	Incarcerated youth both male and female at Ventura School, California Department of the Youth Authority, who have been referred and found eligible for special education services under the terms of P.L. 94-142 and the California Master Plan.
PROGRAM DESCRIPTION	The goal of the Special Education Department is to contribute to the rehabilitation process by providing appropriate and necessary educational experiences for incarcerated youth. Educational planning for this population must consider confinement time, usually less than one year, an average age of 17.7, and fourth grade or less academic achievement. In addition, planning must also consider the environment to which the student will return and the realities of vocational and educational options. In consideration of these factors, practical survival skills and vocational development are stressed. Realistic educational goals for these students often include the basics of telling time, handling money and reading safety signs and labels. Every effort is made to structure a student's educational goals based on the most urgent and individual needs of each individual. In addition, community resources are used whenever possible to provide a continuation of educational and vocational programs after parole.
PROCESS FOR EVALUATION OR ANALYSIS AND RENEWAL	Student progress toward identified goals are reviewed at least annually as prescribed by law. Most students are reviewed every semester (five months) since they remain at Ventura School for a short period of time. Community contacts, staff training, research and conference participation assist in keeping the program current.
ADOPTION REQUIREMENTS	Adoption would differ at each site. Our current practices could be useful as a model for developing special education programs for incarcerated youth.
FUNDING REQUIREMENTS	Current practices do not require special funding and may be employed as part of existing special education programs.
MATERIALS AVAILABLE	Some material descriptive of student characteristics and institutional policy are available.
CONTACT PERSON	Gary Delanoeye, Resource Specialist, Ventura School, Department of the Youth Authority, 3100 Wright Rd., Camarillo, CA 93010 (805) 485-7951.

PROGRAM

V.A.C. - Vocational Assessment Center

TARGET POPULATION

Previously for handicapped student populations only. Now clientele include handicapped and non-handicapped high school age and adult age clients from local agencies and institutions.

PROGRAM DESCRIPTION

The V.A.C. has been relocated from the district vocational tech high school into a nearby community college. Through a joint use agreement, arrangements have been made to benefit a much larger population of clients. Populations such as handicapped students and adults, displaced homemakers, financially and culturally disadvantaged, and local college students may partake of this unique opportunity. Services provided include a variety of interests, inventories, vocational and skill assessments culminating in prescriptive summaries for each individual.

**PROCESS FOR EVALUATION
OR ANALYSIS AND RENEWAL**

The evaluation process is one of on-going scrutiny. A multi-agency advisory committee has been established to function in this capacity.

ADOPTION REQUIREMENTS

A firm commitment from all agencies involved to "pool" resources and best utilize these resources to benefit the local community.

FUNDING REQUIREMENTS

MATERIALS AVAILABLE

CONTACT PERSON

Mr. David Spinks, Coordinator of Special Education, Jefferson County Public Schools, 809 Quail St., Lakewood, CO 80215, (303) 231-2471.

PROGRAM

Career Assessment and Placement Center

TARGET POPULATION

Special education and students with disabilities in grades K-12 from 8 district consortium—total special education ADA of over 4,500.
Disabled adults referred from outside agencies.

PROGRAM DESCRIPTION

The project offers a comprehensive program encompassing career education, vocational counseling, vocational evaluation, work adjustment, independent living skills training, employment preparation, and job development/placement. The Career Assessment and Placement Center coordinates special education, vocational education and rehabilitation services to meet the needs of students with disabilities and has developed linkages with community agencies and the public and private employment sectors. The Center is administered and partially staffed by rehabilitation trained and experienced personnel. Total project staff of 24.

PROCESS FOR EVALUATION
OR ANALYSIS AND RENEWAL

On-going program evaluation system; annual review by eight-District coordinating council, community advisory committee, and joint powers board.

ADOPTION REQUIREMENTS

Administrative commitment and support; trained and qualified staff.

FUNDING REQUIREMENTS

The project operates on a budget of over \$600,000, funding coming from State special and vocational education, PL 94-142 grants, vendorization of services to outside agencies and schools, and District general funds.

MATERIALS AVAILABLE

Career Objective and Activity Handbook
Career Exploration Handbook
Continuum of Major Life Activities

CONTACT PERSON

Dan Hulbert, 9401 South Painter Avenue, Whittier, CA 90605, (213) 698-8121, ext. 287.

PROGRAM

Meadowlark Day Program - Dually Involved
SIEBD/SLIC, Jefferson County Public Schools

TARGET POPULATION

Students 14-21 years of age with subaverage intellectual functioning (2.6 standard deviations below the mean) with significant deficiencies in adaptive behavior and severe emotional behavioral problems.

PROGRAM DESCRIPTION

A highly restrictive, self contained program which is housed in a facility separate from the public school. A low pupil/teacher ratio exists (one to one) for the most part and is staffed by at least one certificated teacher and handicapped children's aide. The services of a school psychologist, speech language specialist and adaptive physical education teacher are available on a part-time but regular basis.

The program emphasizes the development of functionally adaptive behavior and skills with a strong use of behavior modification techniques and pre-vocational training. Self help skills and daily living skills are incorporated into the daily structure as are opportunities for community experiences.

PROCESS FOR EVALUATION
AND ANALYSIS AND RENEWAL

Program evaluation is based on the district's schedule for specific program reviews. Student population and need are indicators for continuation of the program, and effectiveness is based on student progress through monitoring of IEP's. The State Department of Education will have an opportunity to review this program this year.

ADOPTION REQUIREMENTS

FUNDING REQUIREMENTS

Both Federal and local school district funds are currently utilized to support this program.

MATERIALS AVAILABLE

Program Description

CONTACT PERSON

Norma Sobesky, Special Education Supervisor,
Exceptional Student Services, Jefferson County
School District, 809 Quail Street, Lakewood, CO
80215, (303) 231-2465.

COMMUNICATION HANDICAPPED

PROGRAM

Speech/Language Development for junior and senior high schools in the Thompson School District R2-J, Loveland, Colorado

TARGET POPULATION

Students in four junior high schools and three senior high schools where services have been significantly minimal. To identify those underdetected and inadequately served language-impaired adolescents.

PROGRAM DESCRIPTION

The purpose of the program is to expand existing speech/language services to the secondary level along a continuum from elementary through high school in a school district of 10,000 school children with emphasis on seventh grade and junior high school students. It was developed in four phases: 1) Needs Assessment; 2) Program/Curriculum Development; 3) Implementation; and 4) Project Evaluation. Approximately 25 additional secondary students were identified as having language handicaps which were affecting academic achievement. A Speech and Language Curriculum Resource Guide For Secondary was developed for use by speech pathologists and teachers in meeting the speech and language needs of these students. Implementation of a special language class is targeted for summer school 1984 as a pilot/demonstration class, and increased (full) speech/language services at the secondary schools in fall of 1984. A variety of models will be used for remediation. These include teacher consultation; teaming with teachers and special educators and speech pathologists; and inservice training. The expanded services will be provided with existing staff by redistributing and realigning positions and caseloads.

PROCESS FOR EVALUATION
OR ANALYSIS AND RENEWAL

The screening instrument used was the standardized Screening Test Of Adolescent Language; and Selected Diagnostic Battery for Secondary Students was used for the full language assessments. Post testing will be conducted following the pilot summer school program.

ADOPTION REQUIREMENTS

Acceptance of the potentially expanded service has been expressed by principals, teachers, and counselors who have been dissatisfied with the lack of service in the secondary schools. Some principals have indicated willingness to include a special class for language handicapped students into the regular curriculum by including that in the computer for class scheduling purposes.

FUNDING REQUIREMENTS

The Colorado Department of Education Title VI-B grant has funded the project for 1983-84, except for cost of materials of \$500. No additional funds are anticipated in implementing the program fully.

MATERIALS AVAILABLE

Screening tests were purchased and duplication of materials were made available for the full assessments utilizing the Selected Diagnostic Battery for Secondary Students. Resource materials such as books and published programs are being collected and a notebook called a Speech and Language Curriculum Resource Guide for Secondary is being developed for use by speech pathologists and teachers for implementation.

CONTACT PERSON

Dr. Patty Lee, Special Education Supervisor, Thompson School District R2-J, 535 Douglas Avenue, Loveland, CO 80537, (303) 669-3940.

PROGRAM

E.L.S.I. - Experiential Language/Sensory Integration. A team approach for providing instruction to students with severe perceptual/communicative disorders (LD) and speech/language handicaps.

TARGET POPULATION

Students in kindergarten through grade six with severe P/CD and S/L handicapping conditions whose needs could not be met in the typical resource and itinerant settings.

PROGRAM DESCRIPTION

An alternative program designed to serve students whose needs previously were not met in the regular classroom with special resource and itinerant services. It provides a language-based approach to teaching basic academic skills through concrete experiences. Emphasis is on the development of language, perceptual, social, and independent life skills. It is a self-contained classroom with ten to sixteen students provided individualized instruction in all areas. The program is staffed by a speech/language pathologist and a learning disabilities specialist who work as a teaching team. Specific criteria has been developed for admission into the program. Evaluation is a continual process using both formal and informal measures.

PROCESS FOR EVALUATION
OR ANALYSIS AND RENEWAL

Students are evaluated in an on-going process. At periodic intervals current growth patterns are compared with previous growth patterns.

ADOPTION REQUIREMENTS

A commitment on the part of the building principal and staff. A compatible team of specialists to provide appropriate instruction.

FUNDING REQUIREMENTS

Salaries for teaching staff, instructional materials, and supplies. Extra planning days - approximately 20 per year.

MATERIALS AVAILABLE

Forms used for referral and assessment. Criteria used for consideration for program placement. Summary and evaluation report in July, 1983.

CONTACT PERSON

Dr. Patty Lee, Supervisor of Special Education, Thompson School District R2-J, 535 Douglas Avenue, Loveland, CO 80537, (303) 669-3940.

PROGRAM

Communication Enhancement Project

TARGET POPULATION

Special education teachers, administrators, related service personnel, and parents of severely-multiple handicapped students.

PROGRAM DESCRIPTION

The primary goal of this project is the design and implementation of total communication systems for students who are affected by severe intellectual and motor handicaps. Communication levels of students are generally below a two-year developmental level. This project is now in the third year; and efforts to encourage all persons interacting with students to consistently use the individualized system have included staff inservice, parent training, the design of augmentative communication systems, classroom monitoring systems, and adoption of a Transactional Approach To Early Language Training for assessment and education programming. In addition, in response to constraints related to team effectiveness, a team building rating instrument is being developed in cooperation with the Utah Office of Education, Office of Special Education.

PROCESS FOR EVALUATION
OR ANALYSIS AND RENEWAL

The Generic Skills Assessment Profile and A Transactional Approach to Early Language Training developed at the Bureau of Child Research at the University of Kansas by James E. McLean, Lee Snyder-McLean, Sara H. Sack, and Debra K. Decker are used to evaluate communication levels. The Team Effectiveness Rating Instrument will be used to identify strengths and weaknesses in program implementation.

ADOPTION REQUIREMENTS

A total staff and parent commitment to facilitate independence in communication skills for severely-multiple handicapped students. The support of special education administrative staff for leadership.

FUNDING REQUIREMENTS

Funding should provide salary for an aide to assist the communication specialist in monitoring program implementation throughout each students' school environment.

MATERIALS AVAILABLE

Materials have been designed and prepared by staff according to individual needs of students.

CONTACT PERSONS

Virginia Anderson and Mary Fogg, Hartvigsen School, 350 E. 3600 South, Salt Lake City, UT 84115, (801) 268-8202.

PROGRAM

Communication Center Program

TARGET POPULATION

Children kindergarten through sixth grade with severe speech/language and academic (perceptual communicative/learning disabilities) needs.

PROGRAM DESCRIPTION

A self-contained program designed to meet the needs for those students whose speech/language or learning needs are manifested to such a degree they are unable to function in the regular classroom with support services. Full-time scheduling is required for these students to experience communicative and academic success. A PC or Learning Disabilities teacher and Speech/Language specialist team together to mutually plan and coordinate both academic and speech/language interventions. Enrollment is limited to 16. Students are enrolled at the center school and transportation is provided. Integration into regular classes is provided as appropriate. A twenty hour per week aide also assists with programming.

Students must demonstrate average intellectual abilities as part of the program criteria.

Currently two of the six centers are piloting a modified format. The pilot has expanded the services of the CC staff to other handicapped students in the building. The speech/language specialist serves as the building specialist as well as serving the CC program. The PC teacher serves PC students needing resource services in addition to the CC students. The number of CC students in the pilot programs has been reduced to ten.

PROCESS FOR EVALUATION
OR ANALYSIS AND RENEWAL

Student progress is reviewed annually per the Individual Educational Plan (IEP). The program is evaluated per State guidelines via a three-year extensive onsite evaluation. Regular monitoring and parent feedback is also a component of evaluation.

ADOPTION REQUIREMENTS

Overall District commitment to provide alternative programs for varying types of handicapping conditions is required. In addition, the commitment of the building principal and faculty to house the program, provide integration opportunities and allocate service from other building specialists is essential.

FUNDING REQUIREMENTS

Funding includes salaries for two full time people: Speech/Language specialist and the PC teacher. Salary for a twenty hour per week aide is also required. Indirect costs: Transportation, materials and other resources.

MATERIALS AVAILABLE

Program guidelines-draft format; pilot format

CONTACT PERSON

Linda McClelland, Speech/Language Resource Specialist, Jefferson County Schools, Exceptional Student Services, 809 Quail Street, Lakewood, CO 80215, (303) 231-2467.

LIMITED ENGLISH PROFICIENT

PROGRAM

Special Education for Limited English-Proficient Students (SPEDLEP)

TARGET POPULATION

Linguistic minority, handicapped students

PROGRAM DESCRIPTION

At the present time, San Jose Unified School District is serving identified SPEDLEP students in three special day classes, three resource specialist programs, and one speech and language caseload in the student's primary language. Concepts are taught in Spanish, Portuguese, and to a more limited extent, Chinese and Vietnamese. English as a second language instruction is occurring concurrently. A goal is to measure student growth and to expand the program as the need indicates.

PROCESS FOR EVALUATION
OR ANALYSIS AND RENEWAL

An evaluation of the first year was completed by staff. Presently, we are undertaking the task of evaluating student growth.

ADOPTION REQUIREMENTS

Support of district administration and cooperation of the Bilingual Education Department have proved essential.

FUNDING REQUIREMENTS

Funding needs include salaries for staff, monies for instructional materials, staff development and assessment instruments.

MATERIALS AVAILABLE

Brochure, staff evaluation documents, supporting committee minutes, listing of materials inventory.

CONTACT PERSON

Mrs. Barbara Ellingson, Program Specialist, San Jose Unified School District, 1605 Park Avenue, San Jose, CA 95126-2196.

PROGRAM	<u>Bilingual Special Day Class (BSDC)</u>
TARGET POPULATION	All general education and special education teachers administrators, support personnel and parents.
PROGRAM DESCRIPTION	The primary purpose of the (BSDC) Bilingual Special Day class is to improve the academic achievement and the social-emotional behavior of learning handicapped students, who exhibit a severe discrepancy between ability and achievement. Classroom techniques, strategies and academic approaches are provided in Spanish and in English.
PROCESS FOR EVALUATION OR ANALYSIS FOR RENEWAL	Evaluation of the students is an on-going, daily process between teacher and aide. Evaluation includes behavioral and anecdotal observation, diagnosis and prescription of the students assigned school work, informal assessment of all basic academic areas and other curricular activities. Special emphasis is given to students' basic needs as it pertains to their physical and emotional behavior. The students' self esteem, feeling of self worth, self reliance and working independently must be demonstrated daily by the student and is observed by the teacher and the aide.
ADOPTION REQUIREMENT	Total commitment to the child and the acceptance of bilingual students, who require an Individualized Education Plan, an aide who is willing to work toward maintaining the same goals in a positive manner utilizing the same techniques as the special day class teacher.
FUNDING REQUIREMENTS	Funding includes salary for one full-time position (teacher level) plus a stipend and salary for a Bilingual Special Education Instructional Aide.
MATERIALS AVAILABLE	Needs assessment documents and reports and program description and evaluation results.
CONTACT PERSON	Cecilia Morales, Learning Handicapped Specialist, Workman, 16000 Workman Street, La Puente, CA 91744, (213) 330-5066.

PROGRAM	<u>Limited English Proficient</u> <u>Special Education</u> <u>Programs</u>
TARGET POPULATION	Educators of Bilingual/Special Education students
PROGRAM DESCRIPTION	Handicapped children who are also limited or non-English proficient (LEP) have truly unique educational needs which demand the combined expertise of not only special education but also bi-lingual education. Current practices for education of LEP handicapped children are examined and recommendations made to improve service delivery systems for this population. The goals are as follows: 1. identification of the number of LEP students served by special education programs 2. determination of the procedures for identification of LEP students for special education assessment and for placement in special education programs 3. description of the special education and bi-lingual program service provided for LEP handicapped children 4. description of exemplary programs which can serve as models for districts and SELPAS
PROCESS FOR EVALUATION OR ANALYSIS AND RENEWAL	18 month project, completed
ADOPTION REQUIREMENTS	N/A
FUNDING REQUIREMENTS	N/A
MATERIALS AVAILABLE	Reports of both the state survey and promising practices portions of the study, Executive Summaries of each, and a Resource Directory of personnel and agencies in California who are involved in bilingual special education.
CONTACT PERSON	Dr. Pat Cegelka, College of Education, Special Education Department, San Diego State University, San Diego, CA 92182-0144, (619) 265-6665.

PROGRAM	<u>Bi-Lingual Special Services for the Second Language Learner</u>
TARGET POPULATION	All administrators, teachers, parents, consultants, and specialists in the areas of general, migrant, and special education who are concerned with the delivery of educational services to children who are culturally/linguistically different.
PROGRAM DESCRIPTION	This project has fostered the development of a continuum of special education services for the LEP/NEP student, (Limited English Proficient/NonEnglish Proficient) and a model classroom to provide bi-lingual education. This model may be refined and/or modified slightly to fit the needs of any culturally/linguistically different student requiring special education. The process of identification, assessment, placement, delivery of services, and a review of progress has been defined and demonstrated through a model bi-lingual classroom for the CH/IH (Communicatively Handicapped/Learning Handicapped) population.
PROCESS FOR EVALUATION OR ANALYSIS FOR RENEWAL	Originally based upon a needs assessment, this program is under continual review and revision regarding curriculum and instructional materials. Student progress measured by assessment and the IEP (Individualized Education Program) is the ultimate test of success.
ADOPTION REQUIREMENTS	A teacher and an aide (both bi-lingual), classroom space, and appropriate materials are the ideal. There are many ways possible to provide services, as pointed out in the dissemination materials.
FUNDING REQUIREMENTS	Originally funded with special education monies only, this program has just completed a coordination of efforts agreement with Migrant Education.
MATERIALS AVAILABLE	<u>A Working Model for Delivery of Special Education Services to the Culturally/Linguistically Different Child Handbook</u> ; slide presentation is currently being converted to film/VCR format.
CONTACT PERSON	Jacki L. Cottingim, Director of Special Education, San Joaquin County, 3555 Wilmarth Road, Stockton, CA 95205, (209) 931-4514.

PERSONNEL DEVELOPMENT

PROGRAM

Special Education Resource Network

TARGET POPULATION

All regular and special education teachers and aides, administrators, support personnel, parents and community agencies.

PROGRAM DESCRIPTION

The Special Education Resource Network (SERN) is a statewide system of nine regional training units and four special training centers. The major goal of this network is to provide no cost inservice opportunities, technical assistance and linkage to assist in improving educational opportunities for California students with exceptional needs. The SERN system is funded by the California Department of Education, Office of Special Education, Personnel Development Unit.

The SERN Resource Service Center (RSC) personnel, housed in the Sacramento Complex, works closely with California State University, School of Education, Department of Special Services, to establish a continuum of preservice and inservice education for teachers and administrators. The RSC develops training programs and maintains a large resource and media collection for SERN trainers and other clients. The RSC has received national recognition for training developed in the areas of Limited English Proficient Special Needs Students, Resource Specialist Programs, Community Advisory Committee Guidelines, Work Experience Educator Training and Adaptive Physical Education.

**PROCESS FOR EVALUATION
OR ANALYSIS AND RENEWAL**

The SERN system utilizes data collected by the Personnel Development Unit of the California State Department of Education for selection and identification of training priorities. Additional needs assessment data is collected regionally by the staffs of the nine regional centers. SERN has designed and implemented an extensive evaluation system which measures the effectiveness of all Network activities. Data on staff time, resources, client reactions and acquisition of knowledge and skills are collected in five areas: inservice, linkage, technical assistance in personnel development, internal staff development and unit operations.

ADOPTION REQUIREMENTS

This delivery system could be replicated in other states utilizing the same organizational model and funding resources.

FUNDING REQUIREMENTS

Funding for this personnel development delivery system is made possible through Federal (PL 94-142) and State resources. Additional funds are received through grant applications for special projects.

MATERIALS AVAILABLE

The SERN system develops training materials for staff use and dissemination. Some of the materials are available through the Educational Resource Information Center (ERIC) and others directly from the SERN Resource Service Center.

CONTACT PERSON

Mr. Steve Johnson, Director, Resource Service Center, 650 University Avenue, Sacramento, CA 95825; or Karl Murray, Administrator, State Department of Education, 721 Capitol Mall, Sixth Floor, Sacramento, CA 95814, (916) 332-3148.

PROGRAM

Technical Assistance and Compliance Specialist
(TACS) Program

TARGET POPULATION

Regular Education and Special Education Teachers, Elementary and Secondary Administrators and Support Personnel

PROGRAM DESCRIPTION

The primary goal of the TACS Program is to assist administrators and educators in the implementation of programs, policy, procedures, regulations and compliance issues related to the education of handicapped students as mandated by local, state, and federal regulations. Through the use of these specialists, schools are given on-site, on-going assistance with program compliance, curriculum and classroom management issues and concerns. The "TACS" Team functions as a vehicle to receive, develop and disseminate CSPD inservice and function as liaison among administrators, principals, teachers, community agencies and neighboring districts. The program insures quality control of special education programs and is a cost effective method of providing compliance monitoring activities with a technical assistance emphasis.

To accomplish this goal a team of master teachers (TACS) certified in special education areas (one teacher per 15 schools), is assigned to work with the principals and special education staff of each school. TACS are chosen on a rotating basis and, therefore, have current classroom perspective of the role, needs and expectations of special education teachers and local school administrators.

PROCESS FOR EVALUATION
OR ANALYSIS AND RENEWAL

Regular communication and feedback from administrators, teachers and parents as to the effectiveness of consultation, inservice, and support from TACS.

Results from the State Program Audit Review of special education programs also are used to measure the extent to which quality programs are being implemented within federal, state and local regulations.

ADOPTION REQUIREMENTS

A need and commitment for compliance and quality control of special education programs within available resources. A desire to provide a meaningful support system and staff development opportunities for special education teachers, regular education teachers, administrators and support personnel.

FUNDING REQUIREMENTS

Minimum funding includes salary for one full-time position per 15 schools.

MATERIALS AVAILABLE

Role Description

CONTACT PERSON

Ralph J. Haws, Ed.D., Administrator of Program Development, Jordan School District, 9361 South 4th East, Sandy, UT 84070,

PROGRAM

The Parent Center

TARGET POPULATION

Parents of school-aged handicapped and non-handicapped children, as well as teachers and administrators.

PROGRAM DESCRIPTION

The Parent Center is a program designed to strengthen the relationship between home and school. It is built on the philosophy that the growth, development, and school success of children are enhanced when parents and teachers work together effectively. The Parent Center sponsors workshops for parents and teachers, provides information and consultation related to individual parent needs, and develops and distributes parent education information. Since family compositions and styles are changing, the Parent Center is initiating non-traditional ways to reach parents by: 1) providing a Saturday mini-conference designed for Parents; 2) working with industries to provide on-site parent education programs; and 3) using television as a media for parents to receive information at home. We believe education is a partnership between home and school.

**PROCESS FOR EVALUATION
OR ANALYSIS AND RENEWAL**

Consumer satisfaction as reflected in: A. Numbers of participants at workshops and evaluation forms; B. Requests for services and materials from Albuquerque parents, schools and community organizations; C. Visitations and requests for services and materials from persons throughout the state, nationally and internationally.

ADOPTION REQUIREMENTS

It is essential the district has a firm commitment to the value of this type of program as reflected in the following components: A) Staff Development; B) Parent Involvement; C) Staffing; D) Budget; E) Facilities.

FUNDING REQUIREMENTS

In this district, which has an enrollment of 75,000 students, funding includes salaries for three (3) full-time administrative positions, two (2) secretaries, and an adequate budget for printing costs, library resources, and speakers.

MATERIALS AVAILABLE

Parent Center Brochure, Tip sheets for parents, Handouts for school inservices, Directory of Selected Community Services for Exceptional Children and their Families, Tutor Directory, Audio/Visual materials, Kits, books, and other library resources for parents and school staffs.

CONTACT PERSON

JoAnn Paroz, 1700 Pennsylvania Avenue N.E./Inez School, Albuquerque, NM 87110, (505) 292-0101.

PROGRAM

Multi-aide Special Education Program Managed by
Single Teacher

TARGET POPULATION

All Special Education Teachers and Administrators

PROGRAM DESCRIPTION

The primary goals of the multi-aide program are to develop and implement a system whereby special education teachers and administrators can effectively train aides to work with special education students and to train special education teachers to manage several aides. A program has been established with one teacher, two full-time aides, and two half-time aides to serve seventy (70) students in a K-5 program. Aides work with students who are in programs for fifteen (15) minutes to three hours daily. The aides participate in a two-day workshop prior to the start of the school year and continuous training throughout the year. Daily training sessions are used to identify student needs and techniques for meeting those needs. The teacher is made available to train student teachers and other teachers to manage a multi-aide program effectively.

PROCESS FOR EVALUATION
OR ANALYSIS AND RENEWAL

Renewal of the program is dependent upon (1) student growth within the program as determined by standardized testing, (2) teacher evaluation, and (3) acceptance by the regular classroom teachers and building administrator.

ADOPTION REQUIREMENTS

A firm commitment by administrators and teachers to the value and use of para-professionals and the development of their skills.

FUNDING REQUIREMENTS

A two-day workshop for all participants prior to the start of the school year. Daily (20 minute) training for all resource room staff.

MATERIALS AVAILABLE

Aide training handbook

CONTACT PERSON

Jan Goodheart, Resource Room teacher; or, Bud Phillips, Director of Special Services; Clarkston School District, Clarkston, WA 99403, (509) 758-2553.

PROGRAM

Special Education Parent Facilitators Program

TARGET POPULATION

Parents of children in special education, regular special education staff, (teachers, administrators and PTA, Community agencies).

PROGRAM DESCRIPTION

San Diego Unified School District employs parents of handicapped children to serve as Special Education Parent Facilitators (SEPF). These SEPF are trained to provide support and education to other parents of handicapped children. Their training includes advocacy, legislation, communication and parenting skills. These trained parents are assigned as liasons to school personnel in establishing parent education programs, making individual home-visits, and assisting with the IEP process. Additionally, the SEPF develop training for staffs and the community. Through cooperative efforts with community organizations, they sponsor county-wide parent education meetings. The SEPF also serve on community planning committees such as Special Education Community Advisory Committee-(San Diego Unified School District), Regional Center Community Affairs, and many parent organizations. SEPF also serve on advisory committees with the school district such as curriculum, staff development and grading.

The SEPF program maintains an extensive parent library which is available to the community as well as school personnel.

PROCESS FOR EVALUATION
OR ANALYSIS AND RENEWAL

Each year a needs assessment is conducted with the SEPF to determine needs for further training. Needs assessments are conducted by SEPF at school sites to determine parent education. Annually, San Diego Unified School District compiles an evaluation report. Parent involvement in the IEP Process is a standard component of that report and the SEPF program provides data for it. Last year two evaluation studies were conducted: (1) Hispanic parents involvement in the IEP Process, and, (2) The impact of parent education on social and academic growth in mainstreamed pre-school children.

ADOPTION REQUIREMENTS

Financial commitment to hire parents as community aides. A training/coordinator position to monitor program implementation and develop on-going SEPF training.

FUNDING REQUIREMENTS

Equivalent of one full time professional position (e.g., teacher, counselor, nurse). Hourly salary for SEPF at aide level.

MATERIAL AVAILABLE

Brochures: "Connections: Developing Skills for the Young Special Child" and, "Coordinators' Guide" (500 page parent education curriculum). Training through consultation, Spanish materials.

CONTACT PERSON

Ann Van Sickle, Resource Teacher, Special Education Parent Facilitators Program, Sequoia Elementary - Room 3, 4690 Limerick Avenue, San Diego, CA 92117, (619) 560-0023.

PROGRAM	<u>Improving Teacher Competence</u>
TARGET POPULATION	All special education teachers and special education and general education administrators.
PROGRAM DESCRIPTION	Improving Teacher Competence (ITC) is a process developed to evaluate special education teachers' competencies in a complete and meaningful way. It is based on the child centered process of screening, referral, classification, I.E.P. development and I.E.P. implementation. The process is data based and serves as an assessment of needs that may not emerge from unstructured observation or surveys. Teachers are involved in each step providing for ownership and reducing anxiety. Use of the instrument results in a profile of individual teacher's competencies, strengths and limitations and also gives direction for improvement.
PROCESS FOR EVALUATION OR ANALYSIS AND RENEWAL	The completed scales are compiled and analyzed to determine district needs for personnel development generally across the district or for individual teachers. Annual use of the instrument will continue to yield a reality-based needs assessment.
ADOPTION REQUIREMENTS	One to three days devoted to instrument development or adaptation by a committee of district special education personnel is required. All personnel to be involved in the use of the instrument as the evaluator, evaluatee or both, will need one full day of training. It takes one and one half hours per teacher evaluated for pre-conference, evaluation, interview, post-observation conferencing, and counseling for improvement.
FUNDING REQUIREMENTS	Funding includes cost of printing the instrument and financial commitment to provide time for the adoption requirements.
MATERIALS AVAILABLE	Training Packets, Improving Teacher Competency Instrument, Implementation Guide.
CONTACT PERSON	Improving Teacher Competency, Diane M. Hellstrom, Learning Resource Center, 4984 S. 300 West, Murray, UT 84107, (801) 723-5281.

PROGRAM

Resource Center For Instructional Improvement

TARGET POPULATION

Regular and special education teachers, administrators, parents, and students.

PROGRAM DESCRIPTION

The Resource Center for Instructional Improvement is a project which was written as a follow-up to an earlier project entitled "Learning Together: The Comprehensive Inservice Plan." Both projects have a strong staff development orientation, but the Resource Center for Instructional Improvement enhances previously developed staff development activities through the following goals: 1) Increase inventory of and facilitate access to materials and equipment for instructional and professional growth purposes. 2) Facilitate access to existing materials, equipment, media, data, etc. from sources beyond the IEA. 3) Maintain and build upon existing organizational model for staff development activities. Not only does the project increase awareness and develop new skills through staff development activities, but it places specialized materials and equipment in the hands of those involved in teaching handicapped children. Some project activities include: microcomputer learning lab for staff, parents, and students; microcomputer management of information; software evaluation, training, dissemination; textbook taping project; maintenance and dissemination of materials and equipment; development and delivery of staff development activities; professional library; newsletters; information retrieval from state and national sources via telecommunications; liason with area universities; parent education programs, production of media and materials.

PROCESS FOR EVALUATION
OR ANALYSIS AND RENEWAL

Need for this project was based upon formal as well as informal needs assessment activities. Formal project evaluation activities are conducted at the end of each school year as well as after most individual activities conducted through the project. Input is received for both planning and evaluation of project activities from the local parent advisory council, special education department chairpersons, and an advisory committee made up of regular teachers.

ADOPTION REQUIREMENTS

Adoption of the project required a commitment from those involved to participate in staff development activities, utilize specialized instructional materials and equipment, and to search for ways to improve instruction for special education students.

FUNDING REQUIREMENTS

Funding includes salary for a full time supervisor and paraprofessionals, supplies and materials, equipment, and contracted services.

MATERIALS AVAILABLE

Project description, evaluation information, publications.

CONTACT PERSON

Ron Fielder, Director, Learning Cooperative of North Central Kansas, 208 W. 2nd, Concordia, KS 66901, (913) 243-3294.

PROGRAM

Advocate for Students, Teachers and Parents

TARGET POPULATION

All students, teachers, and parents in the school and community involved in the learning process.

PROGRAM DESCRIPTION

The focus of this project is to develop a process to provide assistance to any student, teacher or parent with a need/concern in the learning process. Emphasizing flexibility, the advocate can be many different concepts to many different persons depending on needs at any one time in the learning process. This flexibility in responsibilities functions in the following general areas: student counseling, parent counseling, "crisis" intervention, in-service coordinator for parenting/teaching areas, community parenting library, communication coordinator, disciplinary alternatives intervention, community resources, and most important working with "special" needs students and their teachers and parents to better provide a learning process suited to the individual. While special education and chapter programs work with students, the difference of the advocate position lies in assisting those with needs who do not "qualify" for existing programs. The flexibility allows the personnel to work together to best provide for the needs of many students using all available resources to plan for the individual. The referral process is informal and allows for cooperation/planning/assistance to any student, parent, or teacher from overlapping with special education/chapter programs from average to gifted. If there is a concern/need the advocate is available to help solve the problem.

PROCESS FOR EVALUATION
OR ANALYSIS AND RENEWAL

Informal record-keeping forms were developed for use by the advocate. Evaluation is best reflected in anecdotal cases describing concern/referral/assistance/outcome. The major goal is to model the process so more flexibility exists among total staff providing services to any individual student, teacher or parent with a concern about learning.

ADOPTION REQUIREMENTS

Train a teacher in the process plus commitment to staff development in area of regular classroom teachers, special education, and special programs teachers coordinating efforts for all students with learning needs.

FUNDING REQUIREMENTS

Salary for one full time teacher

MATERIALS AVAILABLE

Forms developed for management and record-keeping plus objectives of the process; A narrative overview of first year plus chart of fall and spring semester showing movement toward in-class versus pull-out approach.

CONTACT PERSON

Susan Kleve, Bennett Elementary, PO Box 68,
Bennett, CO 80102 (303) 644-3234.

PROGRAM

Student Intervention Team

TARGET POPULATION

Secondary level (9-12) teachers, administrators, specialists

PROGRAM DESCRIPTION

The Student Intervention Program piloted at La Habra High School was developed over a two year period for use at secondary level campuses in the Fullerton, California, Joint Union High School District. The project evolved from a need for more efficient and effective assistance to teachers working with students experiencing on-going academic and/or behavior problems in the regular classroom. It also responds to a need to document educational interventions used in the classroom prior to referral of the student for special education assistance (California mandate). The program is based on the rationale that, provided with assistance and support, classroom teachers can be effective problem-solvers, capable of modifying and adjusting curriculum and instruction within the classroom to provide meaningful and appropriate education to students with varying educational needs.

Student Intervention Team program objectives include the provision of: 1) a building-level peer problem-solving team approach to assist teachers cope and work more effectively with regular students experiencing continued academic and/or behavior problems in the classroom; 2) an effective teacher support system responsive to staff needs; 3) a vehicle for providing inservice training on the individualization/modification and adjustment of curriculum and instruction in secondary level classrooms; and 4) an identifiable network of resources and specialists for each high school campus to facilitate better utilization of staff talents.

Assistance and support is provided via a six-step formalized process. Primary initiative for action is placed in the hands of the classroom teacher through referral of the student and educational problem to the campus Student Intervention Team. Steps in the process include: referral, record review, problem identification, intervention plan development, teacher feedback and consultation in conjunction with parent notification of assistance being given and final disposition of the case.

SIT membership includes three or four regular program teachers from various departments, a counselor and school administrator responsible for site special education programs. A special education teacher/specialist and school psychologist round out

the team and serve as consultants to the core of regular educators. Other campus specialists (Bilingual, etc.) may also serve as consulting members depending upon the nature of the problem.

A formalized problem-solving procedure adapted from Daniels Procedures for Effective Teamwork in Meetings (1980) is utilized to identify presenting educational problems, determine appropriate interventions and evaluate strategy effectiveness.

A two-phase staff development training program has been designed to implement the SIT team concept and model at each campus. Phase I, consisting of staff training activities, introduces the SIT concept to campus members selected to function as initial team members. Phase I also provides skill training specific to model components and requisite to successful team functioning. Phase II provides training-support activities during a pilot period; the activities are designed to facilitate adaptation of the SIT framework into the existing organizational structure and daily functioning of the campus site, as well as adaptation of team member behavior to the innovation components. Adaptation is further assisted via a three-stage collaborative planning process between project planners and campus staff during both planning and implementation stages.

A Student Intervention Team Handbook has been developed for use during staff training, and to provide team members with step-by-step assistance. Handbook components include a model overview, SIT process and attendant forms, problem solving procedure, educational strategies and interventions, consultation resources available to campus staff and SIT team members, on and off campus.

PROCESS FOR EVALUATION OR ANALYSIS AND RENEWAL

1. Review and descriptive analysis of Student Intervention Team (SIT) and Special Education Referral Logs, formative evaluation of SIT process and effectiveness.
2. Survey of a random sample of referring campus teachers.
3. Needs assessments to determine priorities for additional training.

ADOPTION REQUIREMENTS

1. Commitment and support to the local change effort from campus administration and staff.
2. Provision of a staff development training program for SIT team members and an inservice session for campus staff regarding the campus site process.
3. A Staff Development Coordinator, Program Specialist or other individual available to coordinate: a) implementation of the program model, and b) the necessary staff development training program.

FUNDING REQUIREMENTS

1. Purchase of Student Intervention Team Handbooks and training modules/materials prior to training.
2. Provision of substitutes and release time for: a) staff training activities, and b) bimonthly SIT team meetings.
3. Travel, consultation fee and expenses for personnel involved in training sessions.

MATERIALS AVAILABLE

Student Intervention Team Handbook, training modules, staff development training program descriptions

CONTACT PERSON

Maureen Scannell-Miller, Ed.D., Program Specialist, North Orange County Special Education Local Plan Area, 400 E. Hermosa Drive, Fullerton, CA 92635, (714) 870-8260.

PROGRAM

Infant Preschool Special Education Resource Network
(SERN)

TARGET POPULATION

Personnel in California serving young children (birth to five years of age) with exceptional needs and their families, including administrators, regular and special educators, parents, support personnel and community agencies.

PROGRAM DESCRIPTION

The goal of the Infant Preschool SERN is to (1) promote understanding of the importance of early intervention and (2) assist programs provide appropriate, quality services to young children and their families. The Infant Preschool SERN is working to meet these goals by providing inservice training and resource assistance in the area of early childhood special education, as well as linking clients with other appropriate resources. The major service delivery components are:

1) Demonstration Site Trainings. Ten model demonstration sites, representing the diversity of early childhood special education, are located throughout the state and provide intensive "hands on" training experiences for one to three days. Follow up technical assistance is provided to trainees by the Demonstration site trainers.

2) Assessment Trainings. Inservice training on appropriate assessment practices for young children with handicapping conditions and their families is provided to assessment team personnel, including psychologists, speech and language specialists, specialty therapy staff, nurses, teachers and other team members.

3) Resource Assistance. A resource library and topical bibliographies are available. A monthly newsletter is also published on topic specific areas relating to early childhood special education.

**PROCESS FOR EVALUATION
OR ANALYSIS AND RENEWAL**

All services are provided based on needs assessment data from written or on-site consultation. All training is evaluated and inservices and other trainings are revised accordingly. The program is revised yearly based on input of state advisory groups and client requests.

ADOPTION REQUIREMENTS

Knowledge of and experience in early childhood special education and strong staff development skills. Staffing includes interdisciplinary team members (psychologist, speech and language specialist, special educator and family specialist) and demonstration site trainers on a consultant basis.

FUNDING REQUIREMENTS

Funding includes one coordinator, two educational specialists, a secretary, consultant funds for the demonstration site training component, materials for resource library, computer capabilities, and extensive travel budget.

MATERIALS AVAILABLE

Program descriptions, needs assessments, a demonstration site training manual with 11 chapters (available only by attending demonstration site training) and newsletter.

CONTACT PERSON

Linda Brekken, Coordinator, Infant Preschool SERN, 650 University Ave., Suite 201, Sacramento, CA 95825, (916) 921-0531.

PROGRAM

Annual Roundhouse Conference

TARGET POPULATION

Approximately 200 participants representing a blending of educators (primarily for the handicapped), medical doctors and support people and parents of handicapped children.

PROGRAM DESCRIPTION

An annual conference is held during the month of September in a retreat setting. The program consists of a blending of workshops and keynote presentations as well as free time for active personal/social interaction. The theme is "Confident Parents - Sensitive Professionals". The medium is the presentation of common information to all three populations in joint sessions. No participant is labeled by name tag, except for the name. Emphasis is on maintaining an atmosphere of free and open communication in a supportive social context. The historical adversarial interactions of these particular groups is virtually eliminated during the course of the conference.

**PROCESS FOR EVALUATION
OR ANALYSIS AND RENEWAL**

Each year's activity is analyzed through questionnaires and debriefings for strengths and weaknesses in meeting conference objectives.

ADOPTION REQUIREMENTS

Willingness to work very hard in planning and arranging for presentors, workshops and other activities.

FUNDING REQUIREMENTS

Cost has been about \$25,000 each year with partial funding from Title VI-B and part from participant fees.

MATERIALS AVAILABLE

Historical brochures are available.

CONTACT PERSON

Merritt L. Vanderhoofven, Director, Pupil Personnel Services, 2115 Grand Avenue, Grand Junction, CO 81501, (303) 243-5236.

PROGRAM	<u>PROJECT PRES (Physical Response Education System);</u> <u>Santa Cruz County Office of Education, California</u>
TARGET POPULATION	All special and general education teachers, administrators, support personnel, parents, and community agencies.
PROGRAM DESCRIPTION	The Santa Cruz County Office of Education, through its Project PRES (Physical Response Education System) uses acupressure techniques with its Special Education staff and students and provides training and follow-up workshops for local teachers, aides, parents, and interested members of the community. A majority of the County's special education teachers have received training, and many are using the gentle fingertip-pressure techniques with some or all of their students, with beneficial results in all CIEF areas. Acupressure awareness, introductory, and intermediate workshops are scheduled throughout the school year. Many other districts throughout California and several other states have received workshops. Project PRES was described in the Sept., 1983, issue of ACADEMIC THERAPY.
PROCESS FOR EVALUATION OR ANALYSIS AND RENEWAL	The original pilot studies and intern studies established the effectiveness of a need for this program with special students. Trained teachers keep progress report records to chart individual students' progress. Data is collected as bases for proposals for research grants. Workshops are presented to upgrade skills and to train other staff members. An Advisory Planning Committee meets regularly for evaluation of efforts.
ADOPTION REQUIREMENTS	A firm commitment to the value of staff development is essential. A staff development coordinator with some communication, meeting, and speaker budget is also essential.
FUNDING REQUIREMENTS	Funding includes salary for one full-time position; and other costs are flexible.
MATERIALS AVAILABLE	Contact project director.
CONTACT PERSON	Jeanne H. St. John, Ph.D., Director, Project PRES (Physical Response Education System), Santa Cruz County Office of Education, 809 Gay Ave., Suite H, Capitola, CA 95010, (408) 476-7140.